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AUTHOR Grubb, Francine
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ABSTRACT

This teacher's guide on sewing is one of a series of six designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. The series includes laundry, hospitality, sewing, basic business, foods, and beauty culture. Each guide contains daily lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. The 30 lessons in the sewing guide are (1) Introduction to Sewing, (2) Hand Sewing Fundamentals, (3) Buttons and Fasteners, (4) Basting, (5) Backstitching and Overcasting, (6) Hemming, (7) Decorative Stitching, (8) Hand Sewing Project, (9) The Sewing Machine, (10) Threading the Machine, (11) Winding the Bobbin, (12) Practice Sewing on Paper, (13) Sew a Straight Seam, (14) Sew a Curved Seam, (15) Using the Throatplate Guides, (16) Backtacking and Topstitching, (17) French Seam, (18) Pattern Envelope, (19) Identification and Alteration of Pattern Pieces, (20) Guides for Layout and Cutting, (21) Cutting and Sewing Directions, (22) Guides for Construction, (23) How to Cut and How to Mark, (24) Your Personal Measurement Chart, (25) Comparison of Patterns, (26) Making Darts, (27) Zipper, (28) Buttonholes, (29) Repair Sewing, and (30) Project. Charts, masters for projectuals, and a short-answer sewing test are also included. (HD)

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State of New Jersey
Department of Education
Division of Vocational Education

SEWING

— A TEACHER'S GUIDE TO AN EMPLOYMENT ORIENTATION COURSE FOR SPECIAL NEEDS STUDENTS

Francine Grubb, Instructor

Joseph W. English, Director
Gloucester County Vocational-Technical School
Sewell, New Jersey

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CURRICULUM LABORATORY
RUTGERS – THE STATE UNIVERSITY
BUILDING 4103 – KILMER CAMPUS
NEW BRUNSWICK, NEW JERSEY

FOREWORD

This manual is one of a series of six designed for the Employment Orientation program at the Gloucester County Vocational-Technical School. The school is a shared-time facility that has one group of students for approximately 3 hours in the morning and another group for approximately 3 hours in the afternoon. The Employment Orientation program is taught in six discrete units so that additional students may be accommodated if vacancies occur during the year.

The six areas covered are:

Laundry
Hospitality
Sewing
Basic Fusiness
Foods
Beauty Culture

At the end of the year, assessments are made so that students can be mainstreamed into a regular program the following year. Therefore our major goal is to try to mainstream each of the students in the Employment Orientation program into regular vocational shop areas. A secondary goal is to acquaint the students with specific types of employment in a particular trade or industry, so that the choice of a vocational shop may be based on the realities of the world of work as well as on the aptitudes of the particular student.

All of the Special Needs students are classified by their district Child Study Team and are screened for admission into the Employment Orientation Program by the Special Needs Department at Gloucester County Vocational-Technical School.

This curriculum project includes daily class lesson plans, consisting of objectives, subject matter covered, audiovisual aids,demonstrations, student activities, and evaluation suggestions. The teacher is urged to make handouts out of all the audiovisuals and charts.

Some of the instructional material suggested may, of course, prove to be too difficult for some of the students. The teacher must, as always, tailor the material to the needs of the individual. Conversely, a large number of student activities have been incorporated into the program for those students who may progress faster than others.

A math program accompanies these units to stress the necessity for a basic understanding of practical math. For example, linear measurement is taught during the sewing unit, and weights and measures is taught during the foods unit.

In some areas, particularly Beauty Culture, the teacher will not expect complete memorization of all details covered, but should stress that these are included in the course content of a regular vocational course. The purpose is to give the student a realistic picture of what the regular course would be like and what would be expected if that student chose that course to be mainstreamed into the following school year.

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Francine Grubb

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Objectives of the Sewing Unit

Upon the completion of this unit the student will be able to:

1. Sew basic hand stitches and a few decorative hand stitches.
2. Properly wind a bobbin and thread the machine.
3. Sew straight and curved seams, using the throatplate guides.
4. Demonstrate how to read and follow a pattern cutting and layout guide.
5. Cut a pattern and mark it correctly.
6. Make darts, insert a zipper (centered and lapped) and make machine-made buttonholes.
7. Do simple repair work on shop uniforms and other garments.
8. Help plan and carry out a sewing project done in a piecework, assembly-line fashion.

References

The following manuals are published by the Vocational-Technical Curriculum Laboratory, Rutgers – The State University, New Brunswick, N. J. 08903.

The Art of Sewing
Learning to Sew I
Learning to Sew II
Needle Trades – Course of Study Outline
Power Sewing

"Know Your Pattern" – includes large charts and teacher's guide
Simplicity Educational Division
200 Madison Avenue
New York, New York 10016

Sample pattern envelopes and pattern size-charts available from
McCall Pattern Company
Education Department
230 Park Avenue
New York, New York 10017

Sewing booklets on various techniques from
Coats and Clark, Inc.
Educational Bureau
430 Park Avenue
New York, New York 10022

Booklets, charts, and various instructions available from
The Singer Company
Education Department
30 Rockefeller Plaza
New York, New York 10020

Objectives

At the conclusion of this lesson the student will be able to:

--Identify the tools that are needed for sewing.
--Properly and safely use the basic tools found in the sewing box.
--Recognize the importance of knowing how to sew.
--Realize that shop safety is a very important factor in sewing.
--Know the types of jobs available in the needle-trades industries.

Method

A. Lecture – discussion

1. Some basic reasons for learning to sew
2. Job descriptions in the needle trades
3. The importance of shop safety in the sewing room
4. The sewing box and its basic tools
5. The proper and safe use of:
   a. thimble
   b. scissors
   c. pincushion
   d. ruler, yardstick, tapemeasure and gage
   e. needles and pins
   f. thread

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate the proper use of each of the tools in the sewing box, stressing safety throughout.

Teacher preparation

A. Gather lecture notes.
B. Gather materials for use in lecture and demonstration.

Student activities

A. Students will gather materials to be used in their sewing boxes.
B. Students will answer the teacher's questions on whether they have already had sewing in school.

Evaluation

Teacher will evaluate students on their contributions to the discussion during the lecture period.

Objectives

At the conclusion of this lesson the student will be able to:

--Properly thread a needle.
--Make a knot at the end of the thread.
--Determine how much thread is to be used.
--Properly use a thimble.
--End a line of hand sewing.

Method

A. Lecture – discussion

1. The thread should be about 20 inches long (the length of the arm).
2. How to thread the needle
3. Making a knot at the end of the thread
4. Using the buttonhole stitch to begin sewing
5. Ending a line of hand sewing
   a. Three small slant stitches
   b. Buttonhole stitch
6. Using the thimble

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate threading the needle, knotting the thread, using a buttonhole stitch to begin sewing, and ending a line of hand stitching.

Teacher preparation

A. Gather lecture notes.
B. Gather materials for demonstration and student activities.

Student activities

A. Students will thread needle and make a knot in the thread.
B. Students will demonstrate a buttonhole stitch.
C. Students will end a line of basting.
D. Students will end a line of stitching.

Evaluation

Students will be evaluated individually on the student activities.

Objectives

At the conclusion of this lesson the student will be able to:

--Sew hooks and eyes onto a piece of fabric.
--Sew snap fasteners onto a piece of fabric.
--Sew shank buttons and four-hole buttons onto a piece of fabric.

Method

A. Lecture – discussion

1. What are hooks and eyes and where are they used?
2. What are snap fasteners and when are they used?
3. The two basic types of buttons are:
   a. shank type
   b. four- or two-hole flat type
4. Different uses of buttons
   a. practical
   b. decorative

B. Audiovisual – none

C. Demonstration

1. Teacher will demonstrate how to sew hooks and eyes.
2. Teacher will demonstrate how to sew snap fasteners.
3. Teacher will demonstrate how to sew various types of buttons.

Teacher preparation

A. Gather lecture notes.
B. Gather materials for demonstration and student activities.

Student activities

A. Students will practice sewing hooks and eyes.
B. Students will practice sewing snap fasteners.
C. Students will practice sewing various types of buttons.

Evaluation

Teacher will evaluate each student individually on each of the student activities.

Objectives

At the conclusion of this lesson the student will be able to:

--Sew an even basting stitch.
--Sew an uneven basting stitch.
--Sew a diagonal basting stitch.
--Sew a running basting stitch.

Method

A. Lecture – discussion

1. When is an even basting stitch used?
2. When is an uneven basting stitch used?
3. When is a diagonal basting stitch used?
4. When is a running basting stitch used?

B. Audiovisual – none

C. Demonstration

1. Teacher will demonstrate an even basting stitch.
2. Teacher will demonstrate an uneven basting stitch.
3. Teacher will demonstrate a diagonal basting stitch.
4. Teacher will demonstrate a running basting stitch.

Teacher preparation

A. Gather lecture notes.
B. Gather materials needed for demonstration and student activities.

Student activities

Students will practice each of the following basting stitches:

1. even basting
2. uneven basting
3. diagonal basting
4. running stitch

Evaluation

Teacher will evaluate students individually on each of the stitches in the student activity.

Objectives

At the conclusion of this lesson the student will be able to:

––Sew a backstitch on a piece of fabric.
––Overcast the edge of a piece of material.

Method

A. Lecture – discussion

1. When do we use the backstitch?
2. When do we use overcasting?

B. Audiovisual – none

C. Demonstration

1. Teacher will demonstrate the backstitch.
2. Teacher will demonstrate overcasting.

Teacher preparation

A. Gather lecture notes.
B. Gather materials needed for demonstration and student activities.

Student activities

A. Students will practice the backstitch.
B. Students will practice overcasting the edge of a piece of material.

Evaluation

Students will be evaluated individually on the student activities.

Objective

At the conclusion of this lesson the student will be able to:

––Demonstrate the proper way of sewing a blind hem stitch.

Method

A. Lecture – discussion

1. Hemming is probably the most useful stitch to learn.
2. The type of fabric being hemmed is an important factor.
3. The stitch should not show on the right side of the material.

B. Audiovisual

A.V. 6 – Blind Hem

C. Demonstration

The teacher will demonstrate the blind hem stitch on several types of materials, ranging from sheer to bulky.

Teacher preparation

A. Gather lecture notes.
B. Gather materials needed for demonstration and student activities.

Student activities

Students will practice a blind hem stitch on several types of materials, ranging from sheer to bulky.

Evaluation

Students will be evaluated individually on their hemming.

Objectives

At the conclusion of this lesson the student will be able to:

--Sew a chainstitch.
--Sew the cross-stitch.
--Sew an outline stitch.
--Decorate a piece of material using a satin stitch.
--Plan a project using the techniques of hand sewing already mastered.

Method

A. Lecture – discussion

1. What is decorative sewing?
2. Where do you see decorative sewing?
3. Plan a project using the techniques of hand sewing already mastered.

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate the chainstitch, cross-stitch, outline stitch, and satin stitch.

Teacher preparation

A. Gather notes for lecture.
B. Gather materials needed for demonstration and student activity.

Student activities

A. The students will practice the four stitches demonstrated today:

1. chainstitch
2. cross-stitch
3. outline stitch
4. satin stitch

B. Students will plan a project to be done tomorrow, using the techniques in hand sewing they have already mastered.

Evaluation

A. Students will be evaluated individually on the four decorative stitches.

B. Students will be evaluated on their planning and its creativity for the project to be done tomorrow

Objective

At the completion of this lesson the student will be able to:

––Prepare and present a project in hand sewing based on the planning from the previous day.

Method

A. Lecture – discussion

Teacher will guide the students in any way possible on their projects, but will not teach in a lecture-discussion form.

B. Audiovisual – none

C. Demonstration – none

Teacher preparation

Teacher may want to bring in extra materials for any student who may not have been in class on the previous day and did not have time to prepare plans for a project.

Student activity

Students will work independently on their projects throughout the class time.

Evaluation

Students will be evaluated on their projects for:

1. Planning method
2. Were materials ready?
3. Creativity
4. Neatness of project
5. Were completed projects in conformity with the plans?

Objectives

At the conclusion of this lesson, the student will be able to:

--Identify the basic parts of the sewing machine.
--Demonstrate proper care of the machine.
--Properly change the needle on the machine.

Method

A. Lecture – discussion

1. The basic parts of the sewing machine
2. Comparison between two models of Singer machines
3. Caring for your sewing machine
4. How to change the needle on the sewing machine.

B. Audiovisual – none

C. Demonstration

1. The teacher will demonstrate the proper care of the sewing machine.
2. The teacher will demonstrate how to change the needle on the sewing machine.

A Touch and Sew machine and a regular bobbin machine will be used for demonstration purposes.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have the two models of sewing machines available for class demonstration.

Student activity

A. Students will point out the basic parts on both machines.
B. Students will show how to properly care for the sewing machine.
C. Students will practice changing the needle on the sewing machine.

Evaluation

Students will be evaluated on the student activities.

Objectives

At the conclusion of this lesson the student will be able to:

--Properly thread the Singer Touch and Sew machine.
--Properly thread the Singer Zig-Zag machine Model 717.

Method

A. Lecture – discussion – none

B. Audiovisuals

Two large charts put out by the Singer company showing how to thread the two machines indicated (available at small cost).

C. Demonstration

Teacher will demonstrate how to thread the two different types of machines.

Teacher preparation

Gather materials needed for demonstration (charts, machines, thread) and for student activity.

Student activity

Students will practice threading the two different types of sewing machines.

Evaluation

Teacher will test to make sure students can thread both machines properly.

Objectives

At the conclusion of this lesson the student will be able to:

--Wind the bobbin in the Singer Touch and Sew machine.
--Wind the bobbin in the Singer Zig-Zag machine Model 717.

Method

A. Lecture – discussion – none

B. Audiovisual

Two large charts distributed by Singer showing how to wind the bobbin and place it in the machine on the two machines discussed. (available at small cost).

C. Demonstration

1. Teacher will demonstrate how to wind the bobbin on the Singer Touch and Sew machine.
2. Teacher will demonstrate how to insert an already-wound bobbin into the machine.
3. Teacher will demonstrate how to wind the bobbin on the Singer Zig-Zag machine.
4. Teacher will demonstrate how to insert an already-wound bobbin into the machine.

Teacher preparation

Gather materials needed for demonstration and student activity.

Student activity

A. Students will practice winding the bobbin and inserting an already-wound bobbin into the Singer Touch and Sew machine.
B. Students will perform the same tasks on the Singer Zig-Zag machine.

Evaluation

Teacher will evaluate whether the students can wind and insert bobbins in both machines demonstrated.

Objectives

At the conclusion of this lesson the student will be able to:

--Run the machine and keep it under control.
--Sew straight lines, pivots, and circles.

Method

A. Lecture – discussion

1. The reason for sewing on paper
2. Controlling the speed of the machine

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate on each of the student practice sheets that will be given out in class:

1. sewing straight lines
2. sewing curved lines
3. sewing pivots

Teacher preparation

A. Gather lecture notes.
B. Be sure all materials are ready for the demonstration and student activity.
C. Be sure to have enough student practice sheets.

Student activity

Students will practice sewing (with thread) on each of the student practice sheets given out in class.

Evaluation

Teacher will evaluate how well the student runs the machine by watching as the student sews on a test paper.

Objective

At the conclusion of this lesson the student will be able to:

---Sew a straight seam, keeping the edges together and the machine under control.

Method

A. Lecture – discussion

1. Review of threading the machine, winding the bobbin, and preparing to sew.
2. Discuss what happens when the machine runs too fast and goes out of control and how to prevent this.

B. Audiovisual

A.V. 13 – The Plain Seam

C. Demonstration

Teacher will demonstrate how to sew a straight seam.

Teacher preparation

A. Gather lecture notes.
B. Gather materials needed for demonstration and student activity.

Student activity

Students will practice sewing a straight seam.

Evaluation

Students will be evaluated on:

1. Correct threading of the machine.
2. Correct placement of the bobbin.
3. How straight was the seam?
4. Were the edges of the material even?

Objective

At the conclusion of this lesson the student will be able to:

--Sew a curved seam, keeping the material edges even and the machine under control.

Method

A. Lecture – discussion

Review the importance of keeping the machine at a controllable speed, especially when sewing a curved seam.

B. Audiovisual

A.V. 14 – The Curved Seam

C. Demonstration

The teacher will demonstrate how to sew a curved seam.

Teacher preparation

Be sure to have materials together for demonstration and student activity.

Student activity

Students will practice sewing a curved seam.

Evaluation

Teacher will evaluate students on the following criteria:

1. Sewing preparation (Machine threaded correctly, etc.)
2. Sewing technique (Was the speed controllable?)
3. Neatness of project (How accurately done?)
4. Proper cleanup of area.

Objective

At the conclusion of this lesson the student will be able to:

--Use the guidelines on the throatplate to help keep the seam straight.
--Identify the numbers on the throatplate and explain their meaning.

Method

A. Lecture – discussion

1. The guidelines on the throatplate
2. Their corresponding measurements
3. How you can use the guide to help sew a straight seam.

B. Audiovisual

A.V. 15 – Throat Plate Guide

C. Demonstration

Teacher will demonstrate the use of the guidelines on the throatplate.

Teacher preparation

A. Gather lecture notes.
B. Gather materials for demonstration and student activity.

Student activity

Students will be given pieces of unmarked material and will be required to make straight seams, using the guidelines on the throatplate.

Evaluation

Teacher will evaluate each student individually on:

1. Sewing preparation
2. Sewing technique
3. Neatness
4. Cleanup

Objectives

At the conclusion of this lesson the student will be able to:

--Properly end a seam by backtacking.
--Correctly topstitch a piece of material.

Method

A. Lecture – discussion

1. The seam must not be able to be pulled apart.
2. Tying takes too much time.
3. Backstitching is much stronger.
4. Topstitching is a decorative stitch that shows on the outside of the garment.

B. Audiovisual
A.V. 16 – Topstitching

C. Demonstration

1. Teacher will demonstrate the proper way to end a seam by backtacking.
2. Teacher will demonstrate topstitching.

Teacher preparation

A. Gather lecture notes.
B. Gather materials for demonstration and student activity.

Student activity

A. Students will practice backtacking to end a seam.
B. Students will practice topstitching on a piece of material with a straight seam already sewn by them.

Evaluation

Teacher will evaluate each student individually on:

1. Sewing preparation
2. Sewing technique
3. Neatness
4. Cleanup

Objective

At the conclusion of this lesson the student will be able to:

--Demonstrate how to sew a French seam.

Method

A. Lecture – discussion

1. When is a French seam used?
   a. children's clothing
   b. thin materials
2. Why do we use the French seam for these sewing problems?

B. Audiovisual – none

C. Demonstration

Teacher will demonstrate how to make a French seam.

Teacher preparation

A. Gather lecture notes
B. Gather materials for demonstration and student activity.

Student activity

Students will practice making a French seam.

Evaluation

Teacher will evaluate each student individually on:

1. Sewing preparation
2. Sewing technique
3. Neatness
4. Cleanup

Objectives

At the conclusion of this lesson the student will be able to:

--Find the yardage requirements from the back of a pattern envelope.
--Identify fabrics that have nap and require special yardage.

Method

A. Lecture – discussion

1. What is on the back of the pattern envelop?
   a. Garment description
   b. Back views
   c. Illustrations of the pattern pieces
   d. Notions and interfacing required
   e. Fabric suggestions
2. What is "nap"?

B. Audiovisuals

1. Each student will have a sample pattern envelope. (Simplicity and McCall's)
2. Pattern Envelope – front and back (A.V. 18a and 18b)

C. Demonstration

1. Teacher will demonstrate the difference between napped and unnapped materials.
2. Teacher will demonstrate how to lay out pattern pieces on napped material.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have audiovisual materials together.
C. Gather materials needed for student activities.

Student activities

Students will examine the backs of several different pattern envelopes and determine how much material is needed for various styles, sizes, and fabrics. Students will make a shopping list of exactly what would be needed for a particular style, size, and fabric.

B. From samples of different fabrics, students will choose fabrics that would be suitable according to the fabric suggestions on various patterns.

Evaluation

Teacher will evaluate students individually on their student activities.

Objectives

At the conclusion of this lesson the student will be able to:

--Identify pattern pieces by the style number, pattern-piece name, and letter.
--Select all the pieces needed to complete a particular view.
--Demonstrate how to lengthen or shorten a pattern on the double line.

Method

A. Lecture – discussion

1. Identification of pattern pieces
2. How do you lengthen or shorten a pattern piece?
3. Why can't all pattern pieces be lengthened or shortened at the lower edge?

B. Audiovisual

1. Each student will have one or more pieces from a commercial pattern for identification.
2. Teacher will have a chart showing identification symbols and alteration lines.
   (Large McCall's chart, available from the company).

C. Demonstration

Teacher will demonstrate how to lengthen or shorten a pattern.

Teacher preparation

A. Gather lecture notes.
B. Be sure to have audiovisual materials together.
C. Gather materials needed for demonstration and student activity.

Student activity

A. Students will identify typical pattern pieces by style number, name, and letter.
B. Using the complete contents of the pattern envelope, students will sort out all the pattern pieces that would be needed for a particular view.
C. Students will practice lengthening and shortening pattern pieces as the teacher indicates.

Evaluation

Teacher will evaluate each student individually on the student activities.

Objectives

At the conclusion of this lesson the student will be able to:

--Identify the markings on the pattern for layout and cutting.
--Identify the grain of a fabric and lay out pattern pieces on the straight grain and on the fold.
--Read all instructions on the layout guide and on the pattern pieces.
--Know that no cutting is to be done until all instructions for layout have been followed.

Method

A. Lecture – discussion

1. Identify the grain of a fabric and stress importance of grain in the construction of a garment.
2. Stress the differences between laying a piece on the straight grain and laying on the fold.
3. Stress importance of reading special instructions printed on the pattern.
4. Why it is easier to cut off the pattern margin and cut out the fabric at the same time than to do the two operations separately?

B. Audiovisuals

1. Each student will have a sample pattern.
2. Teacher will have a large chart (Simplicity) pointing out the guides for layout and cutting.

C. Demonstration

1. Teacher will demonstrate what is meant by cutting on the fold by cutting out a paper doll and opening it up.
2. Teacher will demonstrate what happens when pattern pieces are not cut according to indicated grain. (Checked gingham is good for this demonstration.)

Teacher preparation

A. Gather lecture notes.
B. Gather audiovisual materials.
C. Gather materials needed for demonstration and student activity.

Student activity

Students will practice laying out pattern pieces on the straight grain and on the fold.

Evaluation

Teacher will evaluate each student individually on the student activity.

Objectives

At the conclusion of this lesson the student will be able to:

--Follow the guide sheet in laying out the fabric and pattern pieces.
--Read all instructions before cutting.
--Pin pattern pieces to fabric correctly.

Method

A. Lecture – discussion

1. Find the correct layout and circle it.
2. Look for cutting "notes" and circle them.
3. Mark an outline with pins or chalk for pattern pieces that will be cut twice.
4. Identify selvages.
5. Fold the material.
6. Pin the pattern pieces.

B. Audiovisual

1. Each student will have a pattern and material for practice.
2. Teacher will have a large Simplicity chart that is a sample of a cutting and layout sheet found in all patterns.

C. Demonstration

Teacher will demonstrate how to lay out a pattern on the material, following the direction sheet.

Teacher preparation

A. Gather lecture notes.
B. Gather audiovisual materials.
C. Gather materials needed for demonstration and student activity.

Student activity

Students will prepare the fabric and lay out the pattern according to the directions for the view they want. They will pin the fabric correctly.

Evaluation

Teacher will evaluate each student individually on the student activity.

Objectives

At the conclusion of this lesson the student will be able to:

--Identify construction markings on the pattern pieces.
--Practice sewing a seam with matched notches and markings.

Method

A. Lecture – discussion

1. Discuss some construction markings
   a. pleats
   b. gathers
   c. clip
2. What is meant by matching?
3. Why is it important to follow the arrow and stitch with the grain?

B. Audiovisual

1. Teacher will have a large chart with guides for construction pointed out.
2. Teacher will have a large chart on how to cut and mark, and a chart to show which construction guides are for information and which are to be cut.
3. Students will have sample patterns.

C. Demonstration

1. Teacher will demonstrate what happens when notches are not matched correctly.
2. Teacher will demonstrate what happens when you sew against the grain.

Teacher preparation

A. Gather lecture notes.
B. Gather audiovisual materials.
C. Gather materials needed for demonstration and student activity.

Student activity

A. Students will identify all of the construction markings found on several different patterns.

B. Students will match notches and markings when sewing a seam sample.

Evaluation

Teacher will evaluate each student individually on the student activities.

Objectives

At the conclusion of this lesson the student will be able to:

--Properly cut a pattern, making sure all notches are properly cut outward.
--Trace the pattern markings onto the material, or use tailor's tacks as pattern markings.

Method

A. Lecture – discussion

1. The reason for notches and the importance of cutting them outward.
2. Marking with a tracing wheel and tracing paper.
3. When do you use tailor's tacks? chalk? pins?
4. Marking buttonhole locations by basting.
5. Marking pockets with basting.

B. Audiovisual

1. Students will each have sample pattern and material for cutting.
2. A large Simplicity chart on how to cut and how to mark.

C. Demonstration

1. Teacher will demonstrate cutting procedure.
2. Teacher will demonstrate how to trace and use tailor's tacks.

Teacher preparation

A. Gather lecture notes.
B. Gather audiovisual materials.
C. Gather materials for demonstration and student activities.

Student activities

A. Students will cut out the patterns they pinned yesterday.
B. Students will trace and mark the pattern.
C. Students will practice making tailor's tacks on a separate piece of material.

Evaluation

A. Students will be evaluated on their work in the student activities.
B. Teacher will give out test papers for students to work on.
   1. Test paper 1 – Do You Know Your Pattern Symbols?
   2. Test paper 2 – Do You Know Your Pattern?

Objectives

At the conclusion of this lesson the student will be able to:

--Take measurements with a tapemeasure.
--Identify the proper pattern size for the measurements taken.

Method

A. Lecture – discussion

1. How to read the tapemeasure.
2. The areas of the body that need to be measured.
3. Deciding which pattern size fits the measurements.

B. Audiovisuals

1. Large chart on the figure sizes put out by Simplicity
2. Sample pattern envelopes from McCall's (including size chart)
3. A.V. 24 – "Your Personal Measurement Chart" by Simplicity

C. Demonstration

Teacher will demonstrate on a student the proper way of taking measurements.

Teacher preparation

A. Gather lecture notes.
B. Gather A.V. materials.
C. Be sure there are tapemeasures and practice sheets for student activity.

Student activity

A. Students will pair off and measure each other to find out which pattern size is correct for each.
B. "Your Personal Measurement Chart" will be filled out by each student for herself.

Evaluation

Teacher will read a student's measurements to the class, and class will decide the correct pattern size. Teacher will then check student's chart to see if the student has found the correct size.

Objectives

At the conclusion of this lesson the student will be able to:

--Compare McCall's and Simplicity pattern envelopes and point out the differences and similarities.

--Compare patterns by the two manufacturers and point out construction markings.

--Make a display showing the differences and similarities between the two products.

Method

A. Lecture – discussion

1. How to plan a display.
2. How to compare products for differences and similarities.

B. Audiovisual

Students will create a visual display based on McCall's and Simplicity envelopes and patterns.

C. Demonstration

Teacher will demonstrate how to plan a display and list materials needed.

Teacher preparation

Teacher will need to gather materials that may be needed by the students for the display.

Student activity

Students will plan and construct a display that compares McCall's and Simplicity patterns.

Evaluation

Teacher will evaluate how well the project was planned, how well the jobs were distributed, and the effect of the finished display.

Objective

At the conclusion of this lesson the student will be able to:

--Construct, sew, and press darts, regular single-pointed and double-pointed.

Method

A. Lecture – discussion

1. The need for darts
2. How darts assist in garment alterations
3. Direction of pressing darts (A.V. 26b)

B. Audiovisuals

1. A.V. 26a – The Dart
2. A.V. 26b – Pressing the Dart
3. A.V. 26c – The Double-Pointed Dart
4. A.V. 26d – Sewing the Dart

C. Demonstration

The teacher will demonstrate the proper procedure for making darts.

Teacher preparation

A. Gather lecture notes.
B. Gather materials needed for demonstration and student activity.
C. Get overhead projector and A.V. materials.

Student activity

Students will practice making darts on scrap fabrics.

Evaluation

Teacher will evaluate each student individually on how well the darts were constructed, pressed, and clipped.

Objectives

At the completion of this lesson the student will be able to:

--Insert a zipper using the centered method.
--Insert a zipper using the lapped method.
--Differentiate between skirt, dress, neckline, and separating zippers.

Method

A. Lecture – discussion

1. The different types of zippers and their uses
2. Two types of zipper applications

B. Audiovisuals

A.V. 27a, b, c, d – Centered Zipper (1), (2), (3), (4)
A.V. 27e, f, g, h – Lapped Zipper (1), (2), (3), (4)

C. Demonstration

Teacher will demonstrate the insertion of a zipper using the
a. centered application.
b. lapped application.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials needed for demonstration and student activities.

Student activities

A. Students will insert a zipper in scrap material using the centered application.
B. Students will practice inserting a zipper using the lapped application.

Evaluation

Teacher will evaluate each student individually on the student activities.

Objectives

At the conclusion of this lesson the student will be able to:

--Sew a worked buttonhole, using the machine's buttonhole cycle.
--Measure how large the buttonhole must be.

Method

A. Lecture – discussion

1. Different types of buttonholes and their uses
2. Worked buttonholes and bound buttonholes distinguished
3. Measuring for buttonholes

B. Audiovisual

A.V. 28 – Buttonholes

C. Demonstration

The teacher will demonstrate a worked buttonhole, using the buttonhole cycle on the sewing machine.

Teacher preparation

A. Gather lecture notes.
B. Get overhead projector and A.V. materials.
C. Get materials for demonstration and student activity.

Student activities

A. Given several different buttons, the student will determine how large the buttonhole must be.
B. Students will practice making worked buttonholes on the machine, using the buttonhole cycle.

Evaluation

Teacher will evaluate each student individually on the student activities.

Objective

At the conclusion of this lesson the student will be able to:

--Repair rips and tears and replace zippers in clothing.

Method

A. Lecture – discussion

1. Different types of repairs that may be done by hand
2. Different types of repairs that may be done on the machine
3. Types of materials that may be needed to repair articles of clothing
4. Repair of articles before laundering

B. Audiovisual

Sewing repair request form to be used by shop areas in the school for sewing repair work to be done in this shop (A.V. 29)

C. Demonstration

1. Teacher will demonstrate some ways to repair the most common rips and tears on the machine and replace zippers.
2. The teacher will demonstrate some common repairs that can be done by hand.

Teacher preparation

A. Gather lecture notes.
B. Get materials needed for demonstration and student activities.
C. Get overhead projector and A.V. material.

Student activities

A. Students will make some repairs on items given to them by the teacher.
B. Students will repair uniforms, etc. from around the shop areas in the school as needed. Repairing is to be done before laundering.

Evaluation

Students will be evaluated individually on their student activities.

Note: The project is to take as many sessions as are required to complete it.

Objectives

At the end of these lessons the student will be able to:

--Help plan an appropriate assembly-line-type piecework project.
--Help select jobs for each class member in the project.
--Take part in the project.

Method

A. Lecture – discussion

1. Planning an assemblyline project
2. Ideas for projects to be made
3. Determining how much material to buy and what notions are needed

B. Audiovisual

Once the project has been set, the teacher will construct appropriate visuals, indicating the flow of materials, which students are to do which jobs, and any other projectuals or handouts that will clarify the project for the students.

Teacher preparation

A. Teacher will have guidelines for the students to follow in planning their projects.
B. Teacher will be sure that all materials that are needed for the project are available when needed.

Student activity

Students will plan and carry out the project.

Evaluation

Teacher will evaluate the students individually based on the following criteria:

1. Planning input
2. Attitude while working
3. Helpfulness to others (or accepting help from others)
4. Speed of work to fit into assembly line.

SEWING TEST NAME_____

1. List 5 things found on the front of the pattern envelope:
   a.
   b.
   c.
   d.
   e.

2. On the next 2 pages, label each of the parts listed below with the same number. Write the number right over the part asked for, on each sheet.
   1. Pattern number
   2. Number and shapes of the pattern pieces
   3. Back views
   4. Garment description if given
   5. Suggested fabrics
   6. Instructions for special fabrics
   7. Body measurements
   8. How much material to buy
   9. Interfacing and extra material
   10. Elastic if needed
   11. Finished back length or side length
   12. Notions

3. You use a basting stitch when you
   a. want a permanent seam
   b. want to embroider a pattern
   c. want to be able to take the stitch out easily

4. You use a buttonhole stitch at the end of
   a. a row of basting
   b. a row of running stitches

5. A person's height is 5'4". The symbol ' means _____
   the symbol " means _____

6. At the end of a row of basting you use
   a. a knot
   b. three little stitches
   c. a buttonhole stitch

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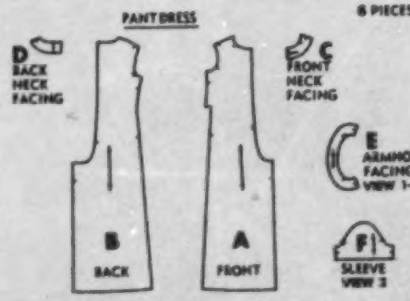
MISSES' PANTDRESS IN THREE LENGTHS: The collarless pantdress has slightly lowered round neckline, back zipper, button trim and optional purchased belt. V. 1 and 2 are sleeveless. V. 1 is ankle-length. V. 2 is mini-length. Regular-length V. 3 has short set-in sleeves.

Suggested fabric types — Cottons and blends; novelty pique, denim, cotton double knits. Linen. Silks, synthetics and blends; ottoman, crepon, jersey, challis, printed canvas. Lightweight wools and blends. V. 3 also in double knits.



MISSES' PANTDRESS IN THREE LENGTHS.

7139

Extra fabric required for matching plaids, stripes, one-way design fabrics. Not suitable for obvious diagonal fabrics.

Fabric required	Sizes	10	12	14	16	18	
View 1 Pantdress							
35" or 36" without nap		3⅞	4	4⅛	4¼	5⅛	Yds.
44" or 45" " "		3¼	3⅜	3½	3½	3½	"
54" — " "		2⅞	2⅞	2⅞	3⅛	3⅜	"
View 2 Pantdress							
35" or 36" without nap		2¼	2¼	2¼	2¾	2¾	"
44" or 45" " "		1¾	1⅞	2⅛	2¼	2¼	"
54" — " "		1½	1½	1½	1⅝	1⅝	"
View 3 Pantdress							
35" or 36" without nap		2½	2½	2⅝	3	3	"
44" or 45" " "		2¼	2¼	2⅜	2⅜	2⅜	"
54" — " "		1⅝	1⅝	1¾	1¾	1⅜	"
58" — " "		1½	1½	1¾	1¾	1¾	"
Bottom width of each leg of view 1		31⅛	32½	33⅞	35¼	36⅝	Ins.

View 1, 2 or 3 Interfacing ¼ yard of 18", 25", 32", 35" or 36" woven or non-woven fabric.

STANDARD BODY MEASUREMENTS						
Sizes	10	12	14	16	18	
Bust	31	32	34	36	38	Ins.
Waist	24	25	26	28	30	"
Hip	33	34	36	38	40	"
Back length — neck base to waist	15⅛	16	16¼	16½	16¾	"
Finished length of pantdress at side seam from waistline of:						
view 1	38½	39	39½	40	40⅛	"
view 2	17¼	17⅜	18¼	18¾	19¼	"
view 3	20¼	20¾	21¼	21¾	22¼	"

Sewing notions — Thread, bias seam binding (opt.), 22" neck zipper, six ½" buttons, belt (opt.).

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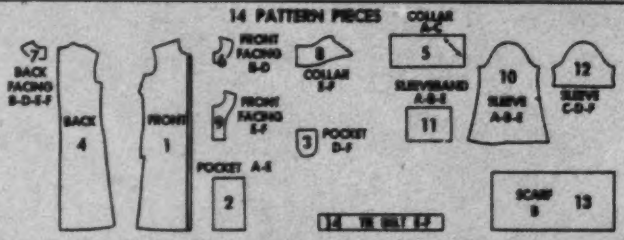
2549 MISSES' DRESS IN SIX VERSIONS

FABRIC REQUIRED	MISSES' SIZES 8	10	12	14	16	18	
VIEW A—44" or 45" Without Nap*	2⅜	2½	2⅝	2⅝	3	3	Yds.
VIEW A—54" or 56" " "	2⅛	2⅛	2¼	2¼	2¼	2¼	"
VIEW B—44" or 45" Without Nap*	3⅛	3⅛	3⅛	3⅛	3⅛	3¼	Yds.
VIEW B—58" or 60" " "	2⅛	2⅛	2¼	2¼	2¼	2¼	"
VIEW C—44" or 45" Without Nap*	1¾	1⅞	2	2⅛	2⅛	2⅛	Yds.
VIEW C—58" or 60" " "	1½	1⅝	1⅝	1⅝	1⅝	1⅝	"
VIEW D—44" or 45" Without Nap*	1⅝	1¾	2	2¼	2¼	2¼	Yds.
VIEW D—58" or 60" " "	1½	1½	1½	1½	1½	1½	"
VIEW E—44" or 45" Without Nap*	2⅜	2⅜	3	3	3¼	3¼	Yds.
VIEW E—54" or 56" " "	2¼	2¼	2¼	2½	2½	2½	"
VIEW F—44" or 45" Without Nap*	2½	2½	2½	2⅝	2⅝	2⅝	Yds.
VIEW F—58" or 60" " "	1¾	1¾	1¾	1¾	1⅞	1⅞	"
37" non-woven or 45" woven interfacing for— collar A, C and sleevebands A—⅝ yd. neck B, D and sleevebands B—¼ yd. collar E, F and sleevebands E—⅝ yd.							
Width at lower edge	43½	44½	46	48	50	52	Ins.

*WITHOUT NAP means fabric with either way design, or without nap or pile.

Body Measurements	8	10	12	14	16	18	Ins.
Bust	31½	32½	34	36	38	40	"
Waist	23	24	25½	27	29	31	"
Hip	33½	34½	36	38	40	42	"
Finished length from back of neck	38½	39	39½	40	40¼	40½	"

14 PATTERN PIECES



SUGGESTED FABRICS: All Views—Synthetic Mixtures, Synthetic Jersey, Printed Silks or Cottons, Crepe; View A, B—Wool, Flannel, Wool Crepe; View C—Raschel Knits; View B, C, D, F—Double Knits, Synthetic Knits.

NOTIONS: Thread, 22" Hook-Type Zipper, Optional Bias Seam Tape or Lace Seam Binding, 3 Hooks and Eyes for A, C, E, F, 1 Hook and Eye for B, D; View A, B—Six ¾" Buttons; View C, E, F—Optional Purchased Belt; View E—Seven ¾" Buttons.

Look at the envelope back on the next page:

I am a size 14 and want to make DRESS VIEW 2. The material I like is 36" wide.

(1) How much material should I buy? _____

(2) What fabrics can I make it in?

(3) How many pattern pieces are there in this pattern? _____

(4) Does the dress have a zipper? _____

(5) What notions do I need?

(6) Do I need interfacing? _____

(7) What will the finished length be? _____

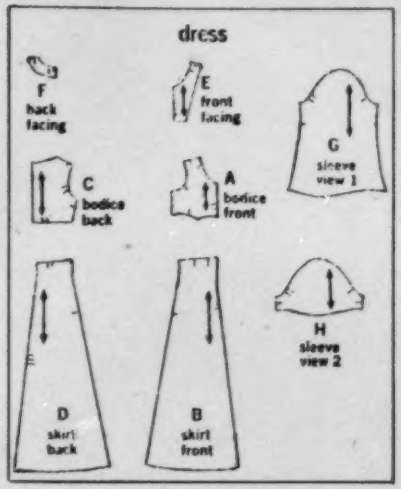
(8) How are the sleeves finished off at the ends? _____

(9) What are my measurements? _____
_____
_____

(10) What is the garment description?

9446

8 PIECES GIVEN



THIS DESIGN HAS THE NEW NARROW SHOULDER LOOK. THE SHOULDER LENGTH OF THE PATTERN IS SHORTER AND THE HEAD OF THE SLEEVE IS HIGHER.

JUNIORS' AND MISSES' DRESS IN TWO LENGTHS: The dress with skirt stitched to bodice above normal waistline has back zipper, low round neckline, front loop and button closing and set-in sleeves gathered to armhole and at lower edge with elastic casing. Mini length V. 1 has long sleeves. Ankle length V. 2 has short puff sleeves.

Suggested fabrics: Embroidered sheers, voile, dotted swiss, printed voile, peasant printed cottons, cotton sateen, linen, crepe, jersey, challis, lightweight wools, wool jersey, double knit, polyester knit. View 1 also in one-way prints.

JUNIORS' AND MISSES' DRESS IN TWO LENGTHS.

Extra fabric needed to match plaids, stripes, one-way designs.
Use nap yardage and nap layout for one-way design fabrics.

STANDARD BODY MEASUREMENTS	Bust	31	32	33½	32½	34	36	38	Ins.
	Waist	22½	23½	24½	24	25½	27	29	"
	Hip - 9" below waist	33	34	35½	34½	36	38	40	"
	Back — neck to waist	15¼	15½	15¾	16	16¼	16½	16¾	"

Fabric required — Sizes	JUNIORS 7	9	11	MISSES 10	12	14	16	
View 1 Dress								
35" or 36" with or without nap	3	3⅛	3⅛	3⅛	3¼	3⅜	3⅜	Yds.
44" or 45" without nap	2⅜	2⅜	2⅜	2⅜	2½	2½	2½	"
58" or 60" " "	1⅜	1⅜	1⅞	1⅜	1⅜	2	2	"
Elastic for sleeves ¼" wide	½	½	½	½	½	⅝	⅝	Yd.
View 2 Dress								
35" or 36" without nap	3½	3½	3¾	3⅝	3¾	3⅞	4	Yds.
44" or 45" " "	2⅜	3	3	3	3⅛	3⅛	3¼	"
58" or 60" " "	2¼	2¼	2¼	2¼	2⅜	2½	2⅝	"
Elastic for sleeves ¼" wide	¾	¾	¾	⅝	¾	⅞	⅞	Yd.
View 1 or 2 Interfacing Woven or non-woven fabric								
25", 32", 35", 36" fabric	⅜	⅜	⅜	⅜	½	½	½	"
Garment Measurements								
Finished back length of view 1	35	35¼	35½	36	36½	37	37½	Ins.
Finished back length of view 2	53	53¼	53½	54	54¼	54½	54¾	"
Width of lower edge of view 1	51½	52½	54	53	54½	56½	58½	Ins.
Width of lower edge of view 2	73½	74½	76	75	76½	78½	80½	"

Sewing notions — Thread, seam binding or stretch lace, 22" neckline zipper, four ⅝" buttons.

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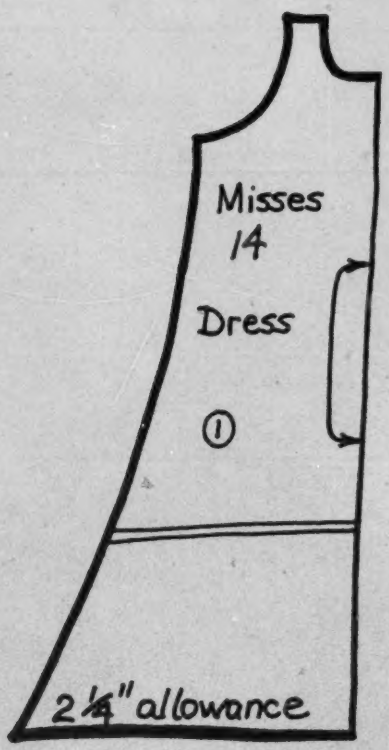
DRAW AN ARROW TO:



CUTTING LINE

FIGURE TYPE

FOLD LINE

SIZE

SHORTEN OR LENGTHEN HERE

VIEW NUMBER

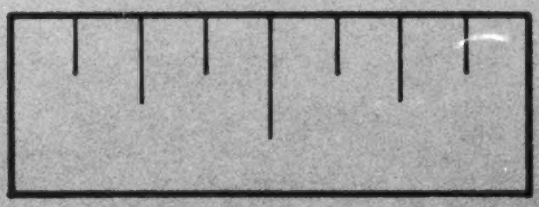
THE HEM ALLOWANCE IS_____

MAKE A LINE 2¼" LONG.

HOW LONG IS THIS LINE? ↓

_____

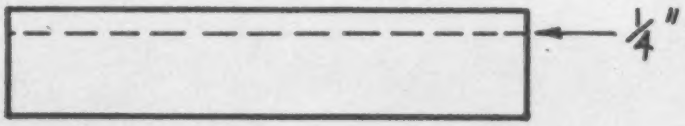
_____



This is supposed to be 1 inch. Fill in the parts of the inch.

BLIND HEM

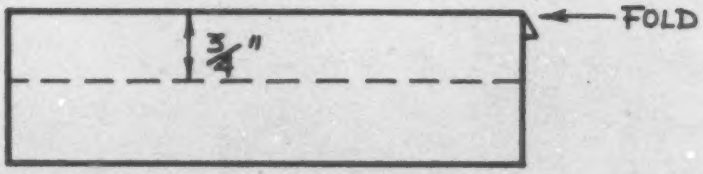
(1) Measure 1/4" from top and make a line.



(2) Fold on line and press.

(3) Measure down 3/4" from FOLD.

(4) Make a line.

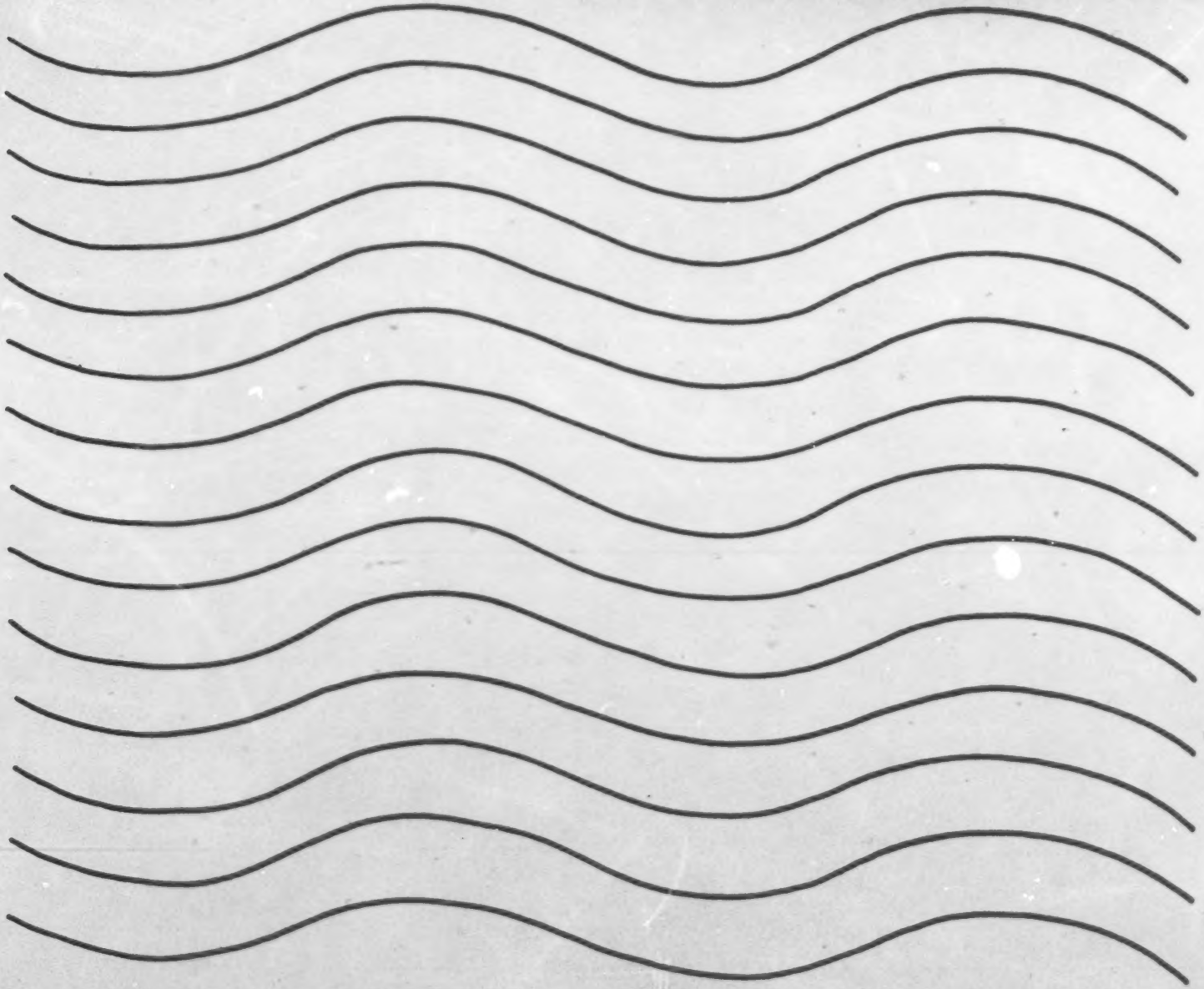


(5) Fold on line and PRESS.

(6) Thread a needle with WHITE thread - single. Make a knot.

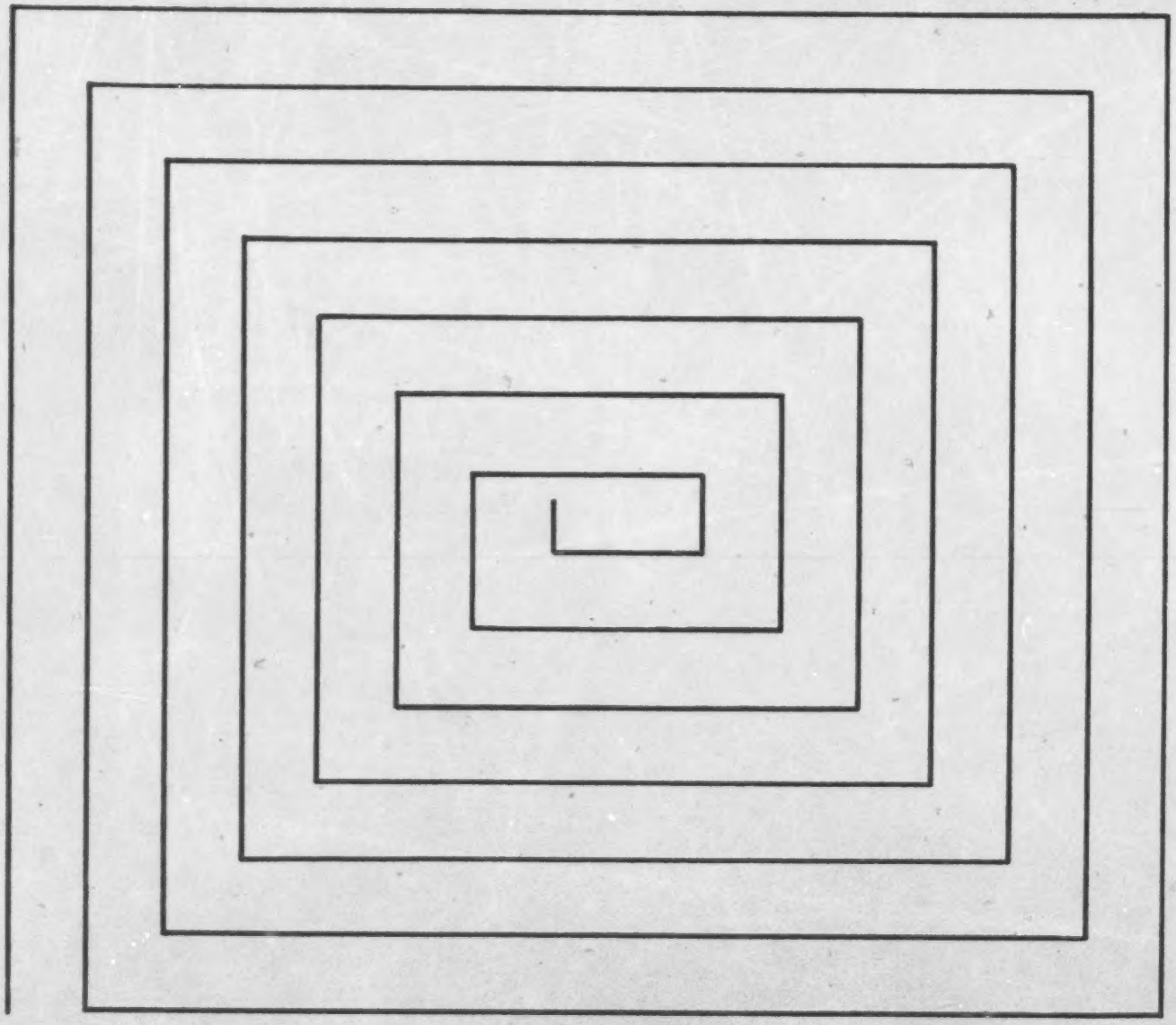
(7) Ask how to sew stitch.

47



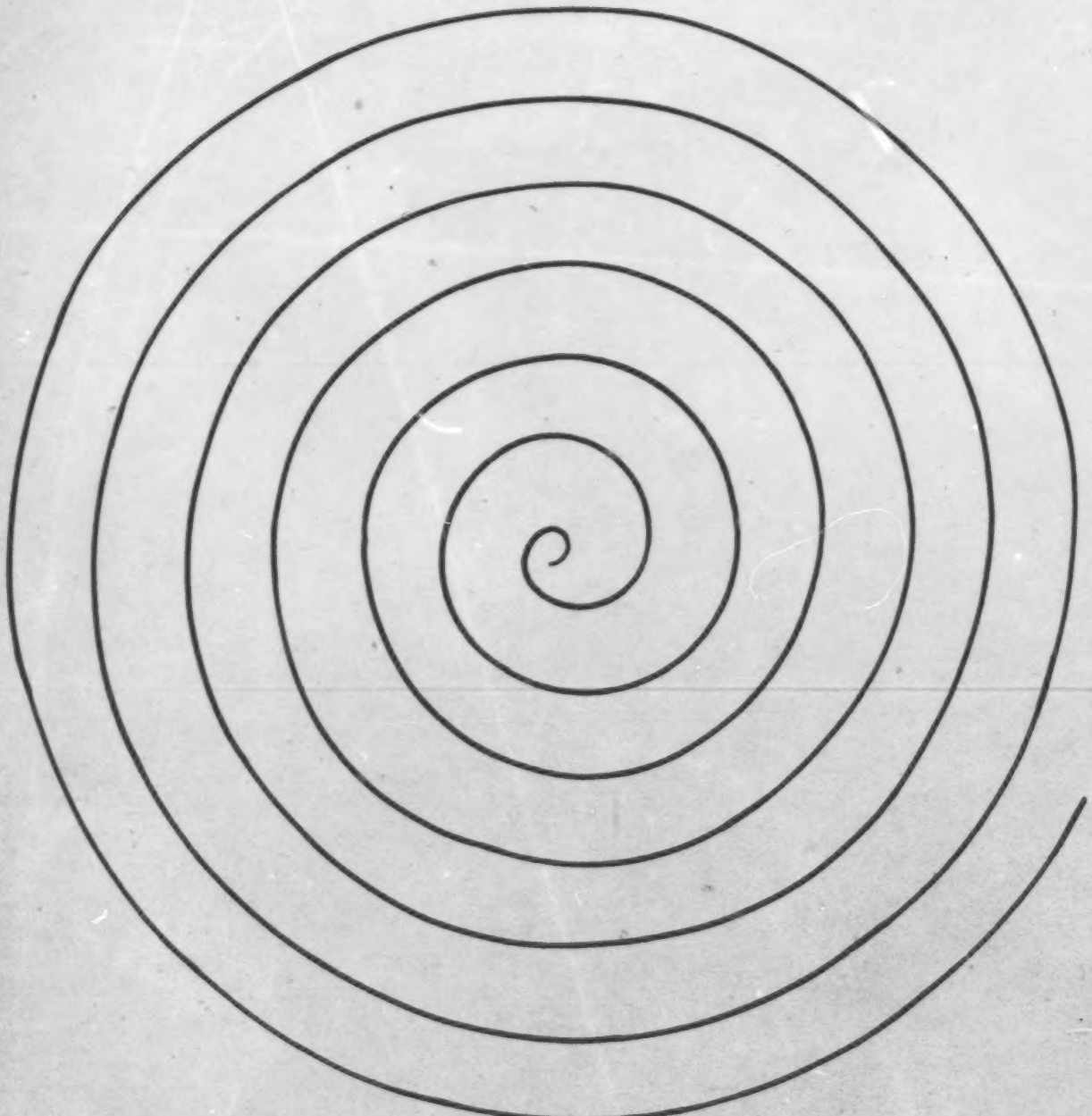
58

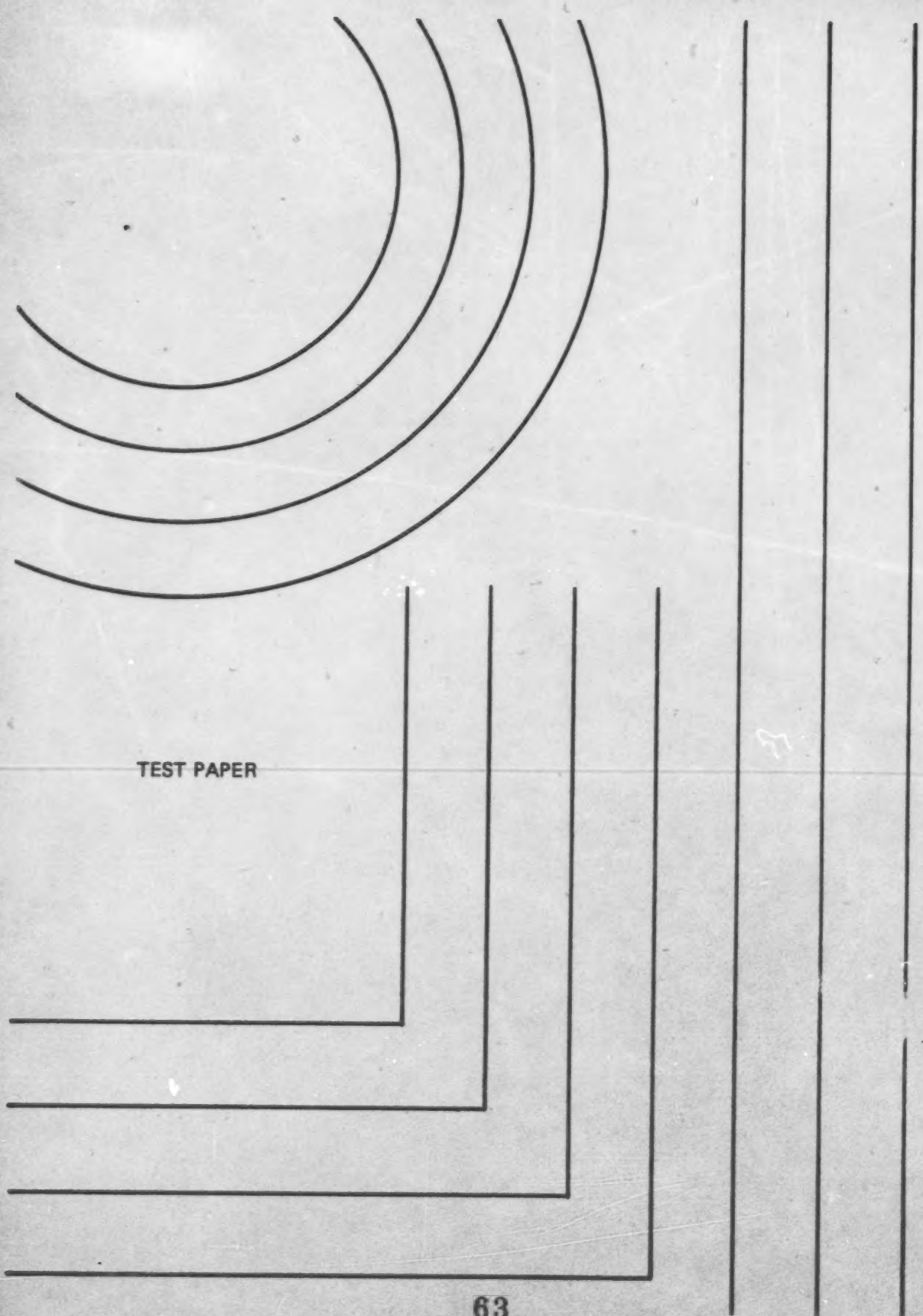
59



60

61





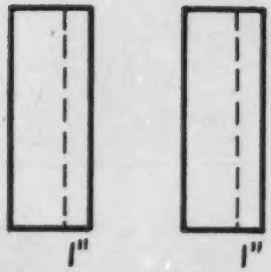
TEST PAPER

PLAIN SEAM

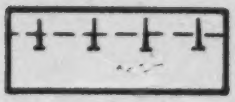
(1) Measure 3" and cut.

(2) Measure 1"

down each side.



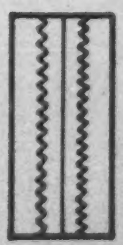
(3) Put together and pin.



(4) Sew (tack-sew-tack) on (12).

(5) Pink seam.

(6) Press open.

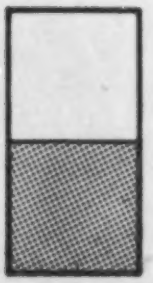


AV-13

52

CURVED SEAM

(1) Cut long material into halves. Use one half.



(2) Fold material in half and press with iron.

(3) Trace the pattern onto the material. Then cut.

(4) Measure 1" all around.

(5) Sew on the line. Use (12). Tack-sew-tack.

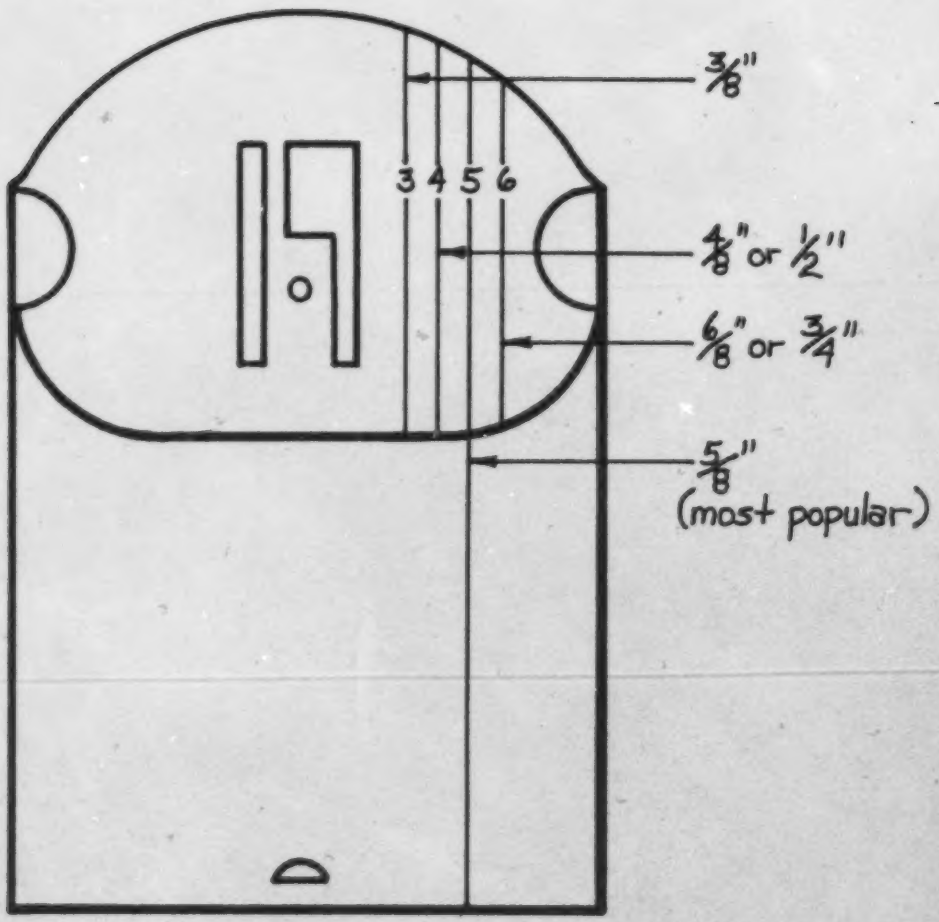
(6) Trim seam all around.

(7) Grade the seam.

(8) Clip about 5 times.

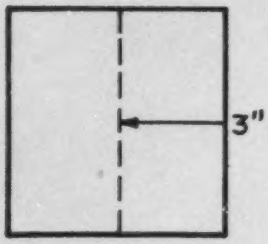
AV-14

USING THE GUIDE ON THE THROAT PLATE

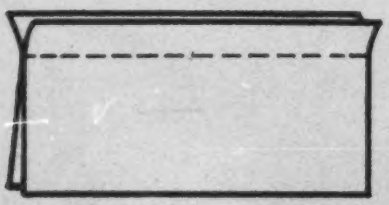


TOPSTITCHING

(1) Measure 3" and cut material in half.

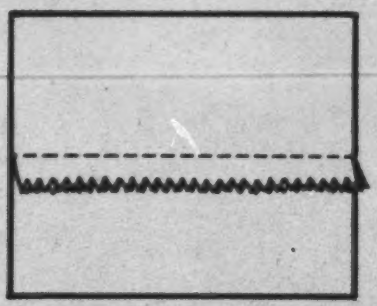


(2) Stitch a plain seam.

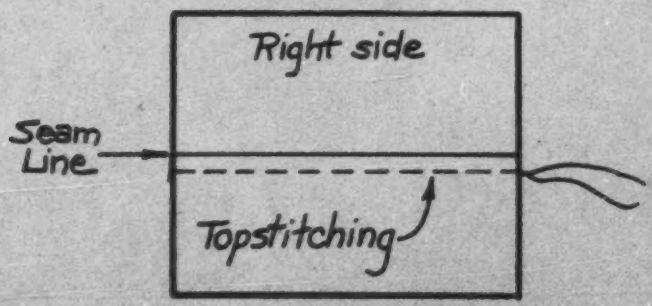


Pink Seams.

(3) Press seam to one side.



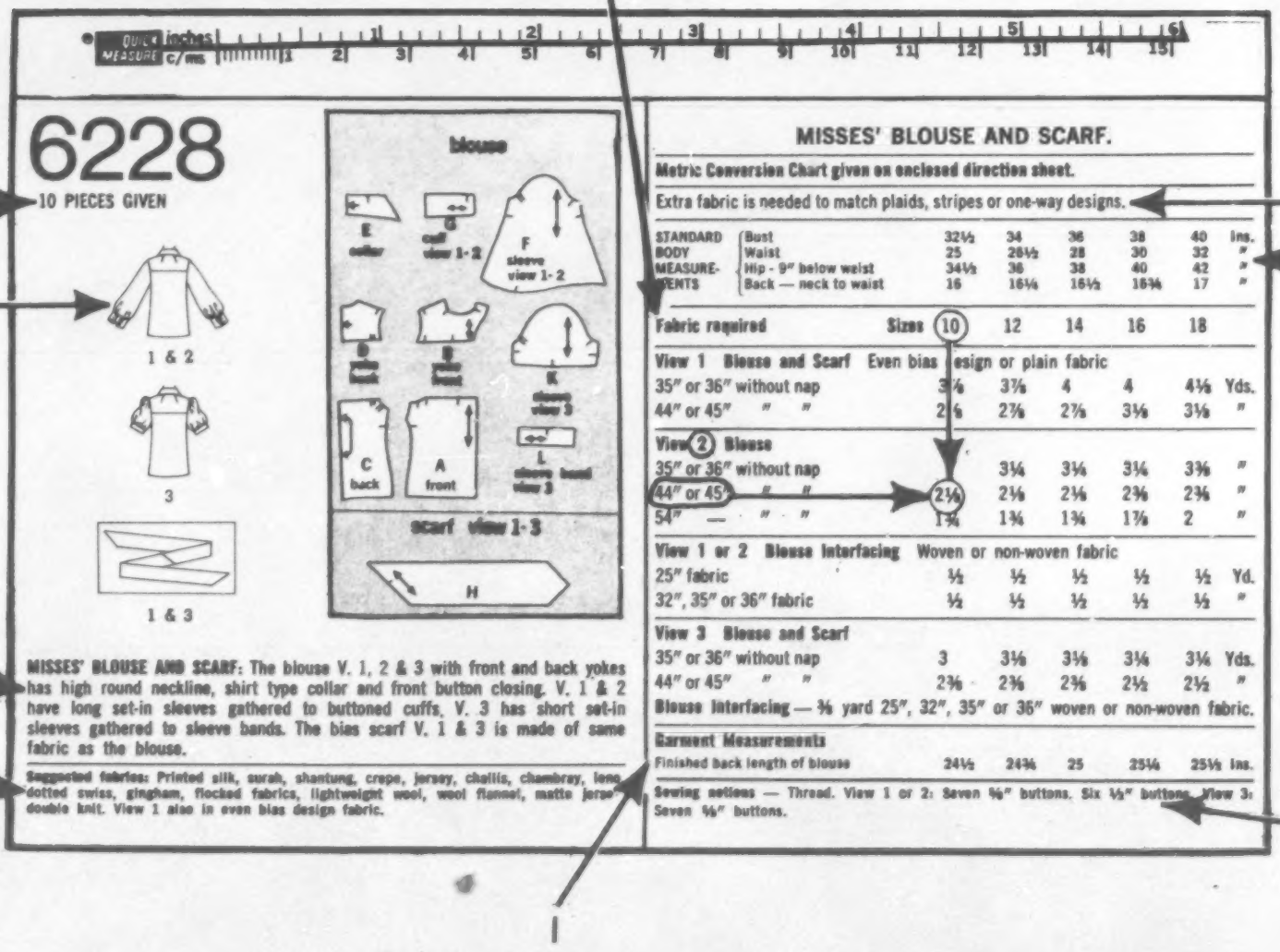
(4) Stitch near seamline on right side.



The Envelope Front

56

AV–18a


QUICK MEASURE inches c/ms
6228
10 PIECES GIVEN
1 & 2
3
1 & 3
blouse
E collar
G cuff view 1-2
F sleeve view 1-2
B yoke back
B yoke front
K sleeve view 3
C back
A front
L sleeve band view 3
scarf view 1-3
H
MISSES' BLOUSE AND SCARF.
Metric Conversion Chart given on enclosed direction sheet.
Extra fabric is needed to match plaids, stripes or one-way designs.
STANDARD BODY MEASUREMENTS
Bust 32½ 34 36 38 40 ins.
Waist 25 26½ 28 30 32 "
Hip - 9" below waist 34½ 36 38 40 42 "
Back — neck to waist 16 16¼ 16½ 16¾ 17 "
Fabric required Sizes 10 12 14 16 18
View 1 Blouse and Scarf Even bias design or plain fabric
35" or 36" without nap 3⅛ 3⅛ 4 4 4⅛ Yds.
44" or 45" " " 2⅛ 2⅞ 2⅞ 3⅛ 3⅛ "
View 2 Blouse
35" or 36" without nap 3¼ 3⅛ 3¼ 3⅜ "
44" or 45" " " 2⅛ 2⅛ 2⅜ 2⅜ "
54" — " " 1¾ 1¾ 1¾ 1⅞ 2 "
View 1 or 2 Blouse Interfacing Woven or non-woven fabric
25" fabric ½ ½ ½ ½ ½ Yd.
32", 35" or 36" fabric ½ ½ ½ ½ ½ "
View 3 Blouse and Scarf
35" or 36" without nap 3 3⅛ 3⅛ 3¼ 3¼ Yds.
44" or 45" " " 2⅜ 2⅜ 2⅜ 2½ 2½ "
Blouse Interfacing — ⅜ yard 25", 32", 35" or 36" woven or non-woven fabric.
Garment Measurements
Finished back length of blouse 24½ 24¾ 25 25¼ 25½ ins.
Sewing notions — Thread. View 1 or 2: Seven ¾" buttons. Six ½" buttons. View 3: Seven ⅝" buttons.
MISSES' BLOUSE AND SCARF: The blouse V. 1, 2 & 3 with front and back yokes has high round neckline, shirt type collar and front button closing. V. 1 & 2 have long set-in sleeves gathered to buttoned cuffs. V. 3 has short set-in sleeves gathered to sleeve bands. The bias scarf V. 1 & 3 is made of same fabric as the blouse.
Suggested fabrics: Printed silk, surah, shantung, crepe, jersey, challis, chambray, lawn, dotted swiss, gingham, flocked fabrics, lightweight wool, wool flannel, matte jersey, double knit. View 1 also in even bias design fabric.
A
B
C
D
E
H
I

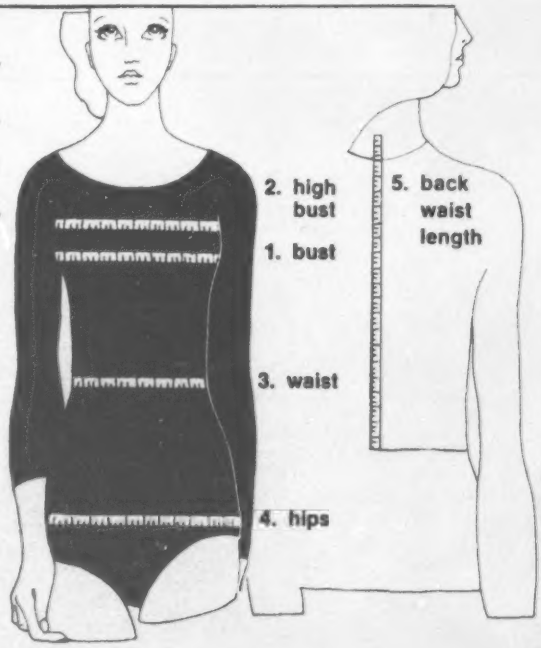
YOUR PERSONAL MEASUREMENT CHART

TO HELP YOU SELECT THE PATTERN TYPE AND SIZE FOR YOUR FIGURE

Name_____

Date_____

Height (without shoes)_____



Insure the success of the garments you sew by taking your measurements before you buy a pattern! If you are a growing girl whose figure has not yet attained its complete development, or if you gain or lose weight easily you should measure yourself frequently. In just a few months your figure can change enough to need a pattern in a different **size** or **figure type.**

Listed below are the measurements you need to help you determine your correct pattern type and size. Measurements 1, 2, 3, 4 and 5 are the **body measurements** on which your pattern type and size are based. These are the ones you should compare with the measurements on the size charts in the pattern catalog before deciding on the **type** and **size.** Compare your bust measurement with the high bust measurement on the chart. If there is a difference of more than 2" between your high bust measurement and your bust measurement, your bust is full and you may select the pattern size according to the high bust measurement.

The **other measurements** should be compared with those on the pattern you select to determine whether you will need to make any alterations.

Remember: Buy blouse, dress, jacket, coat and suit patterns by BUST measurement; skirts, slacks and shorts by WAIST measurement.

If possible, have someone help you measure correctly.
Before you begin measuring tie a string snugly around your natural waistline. When taking front and back waist length and back skirt length measurements, this will clearly define your waistline position.

BODY MEASUREMENTS	INCHES
1. BUST Around fullest part, straight across back, high under the arm.	
2. HIGH BUST Directly under the arms, then straight across the back bringing tape **above** the bust.	
3. WAIST Comfortably, at natural waistline	
4. HIPS Around fullest part, 7-9" below waist	
5. BACK WAIST LENGTH From prominent bone at back neck base to waistline	

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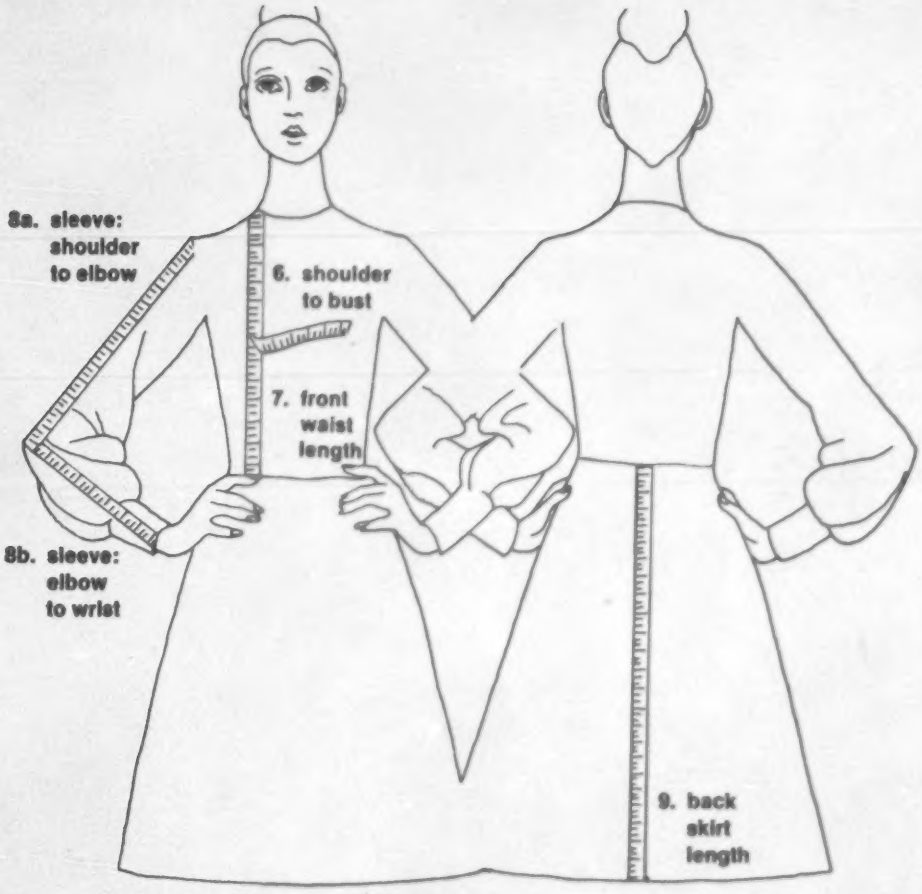

OTHER MEASUREMENTS

	INCHES
6. SHOULDER TO BUST From neck base at shoulder to a line even with the bust point – to establish the correct location of the underarm dart	
7. FRONT WAIST LENGTH From neck base at shoulder, over fullest part of bust, to waistline	
8. SLEEVE LENGTH a. shoulder to elbow b. elbow to wrist Take with arm bent – to establish correct location of sleeve darts	
9. BACK SKIRT LENGTH From waistline to bottom of skirt, down center back	

THESE MEASUREMENTS SHOW My Figure Type is _____

in Pattern Size _____

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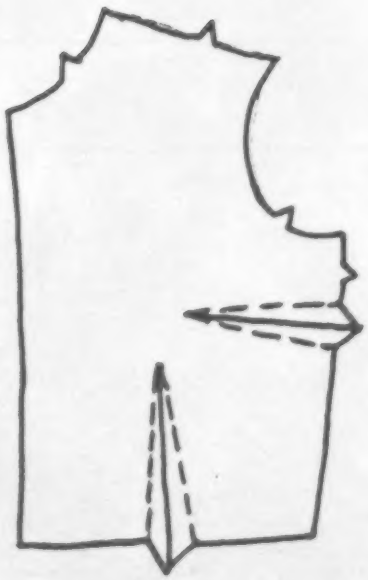
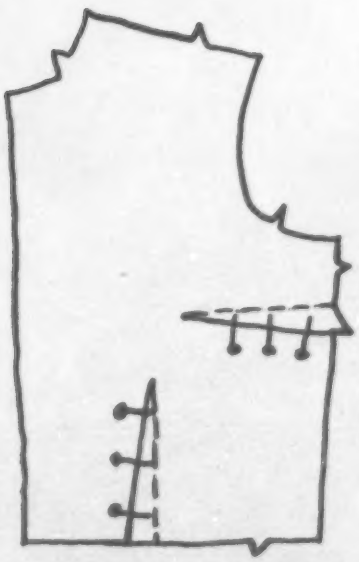
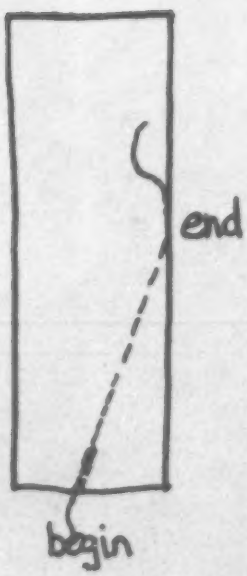
AV–24b

THE DART





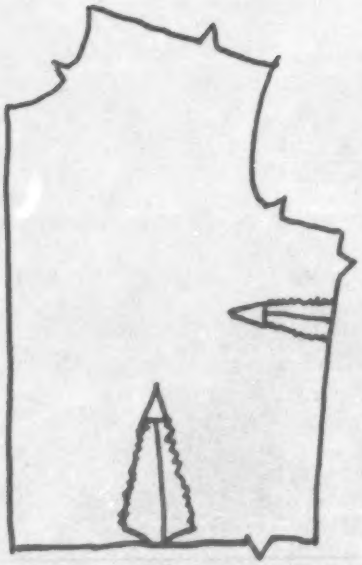


PRESSING THE DART

Bust

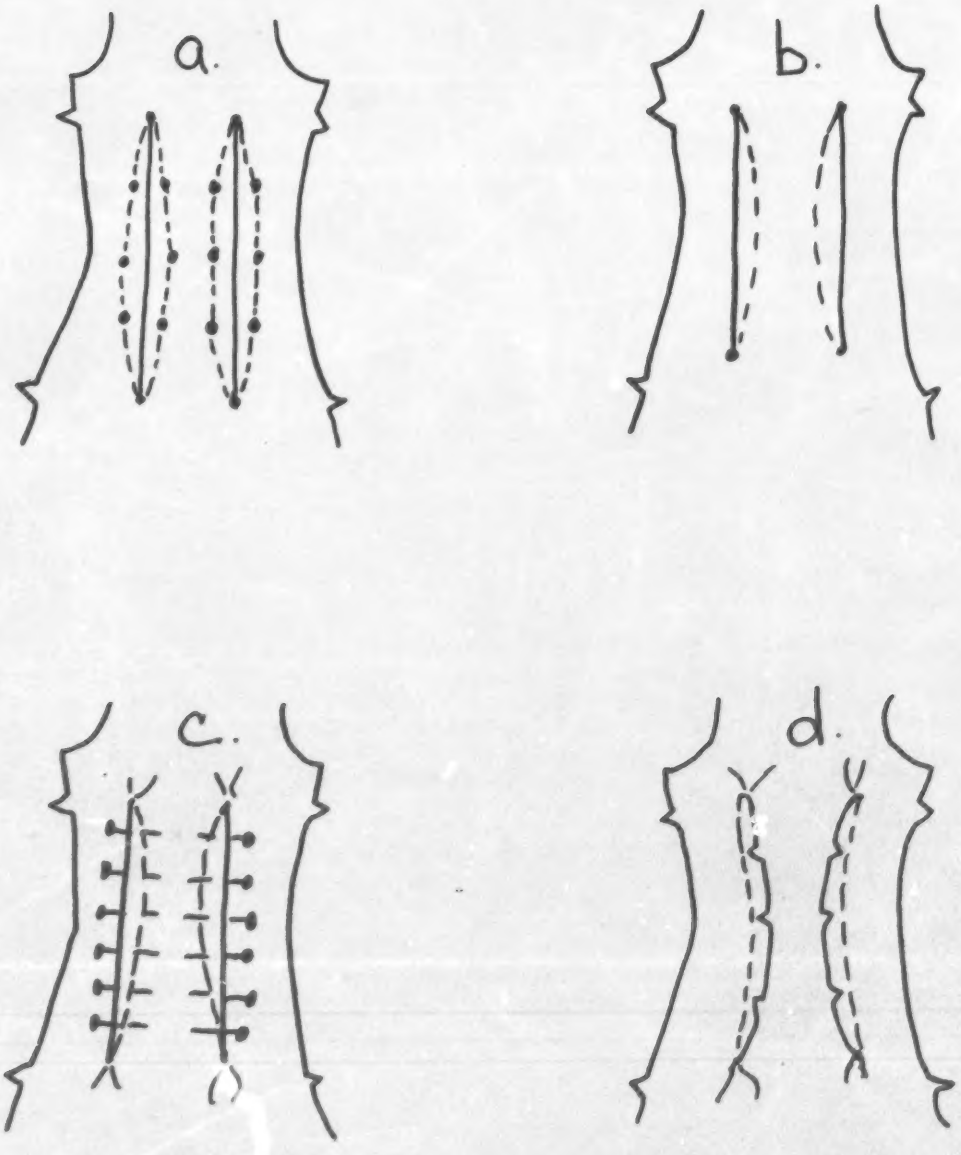
Shoulder

Bust



Pressing cut darts

THE DOUBLE-POINTED DART

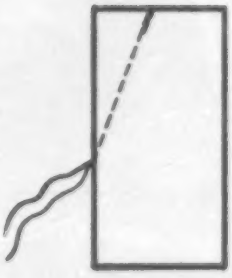


SEWING THE DART

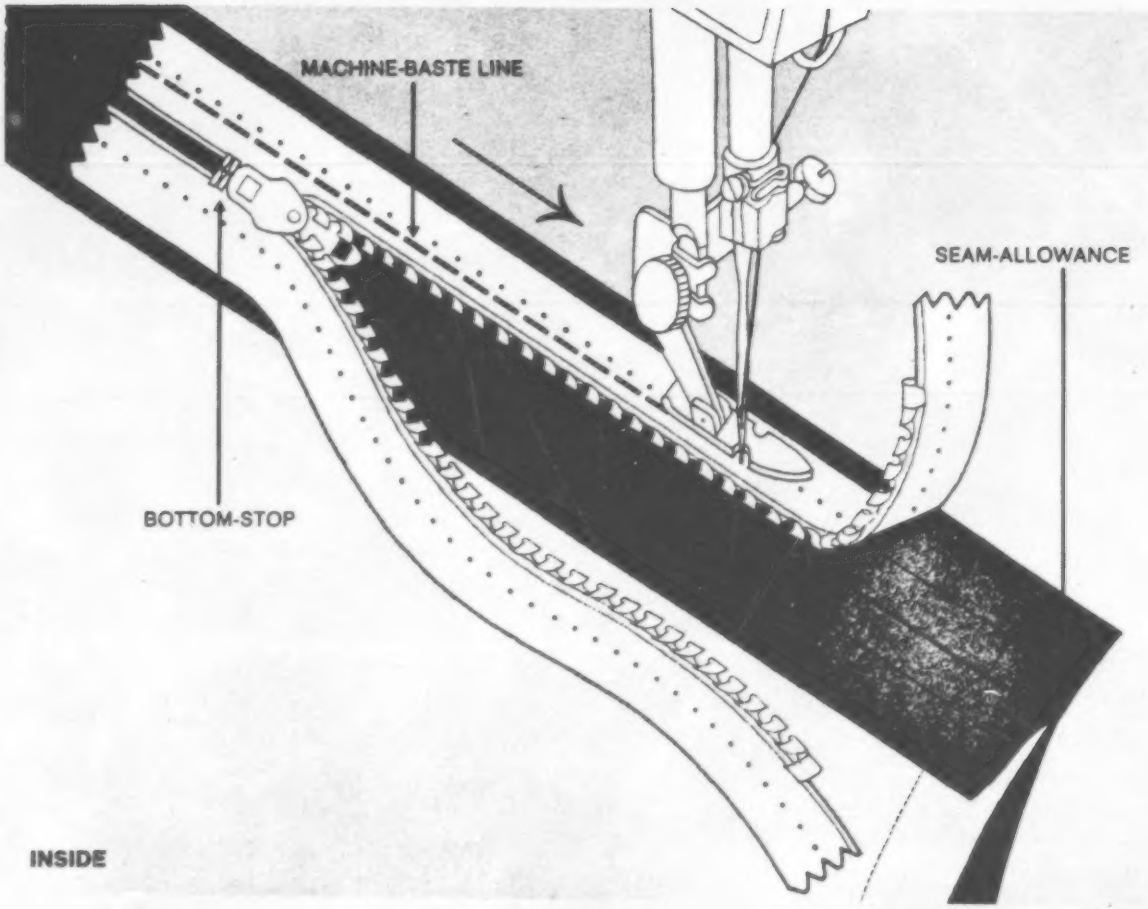
(1) Trace the dart outline with tracing paper.

(2) Fold on the solid line and pin on the dotted line.

(3) Stitch size (12). Tack and sew. Leave about 1" of thread.



(4) Press to one side.



Open the zipper.

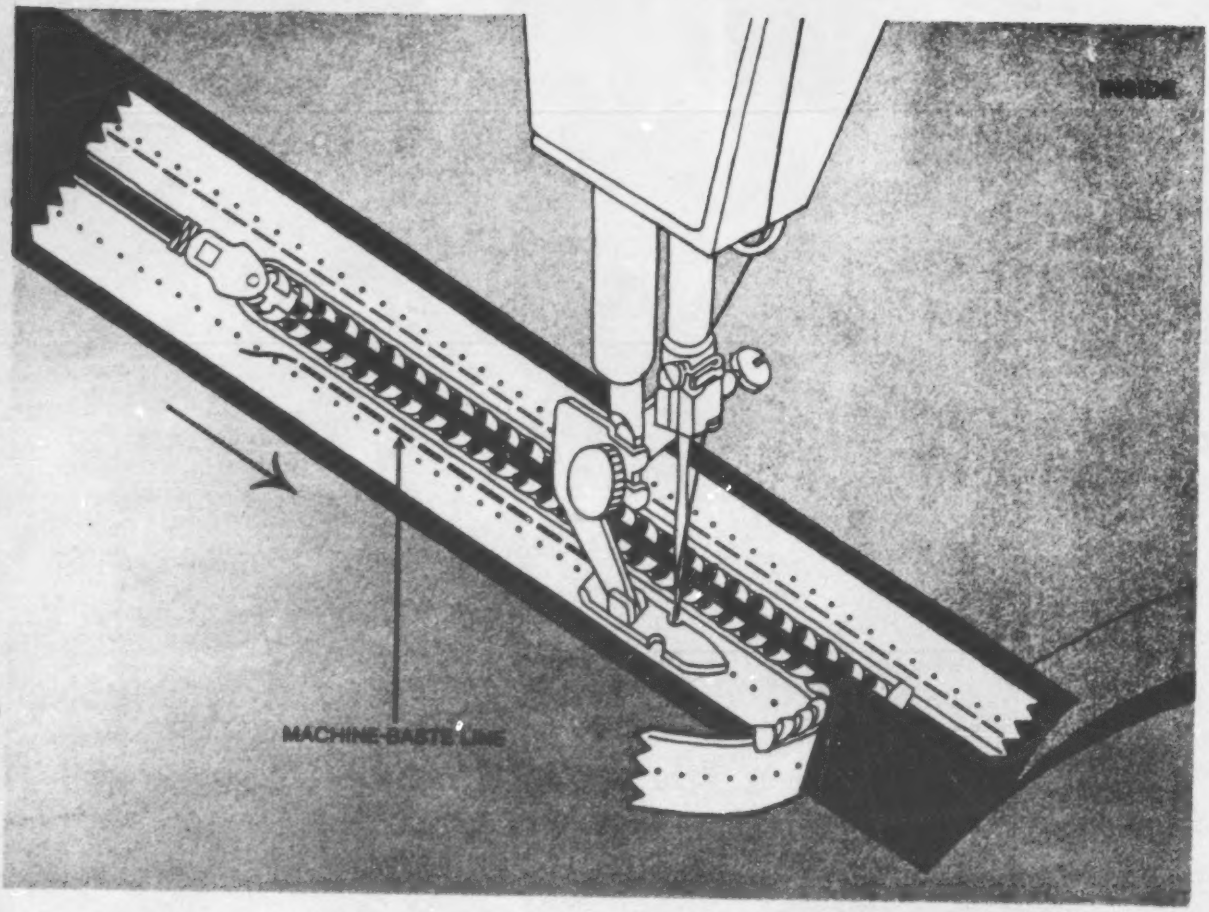
Baste-stitch one side to seam allowance.

Be sure teeth come to the seam.

CENTERED ZIPPER (1)

64

AV–27a

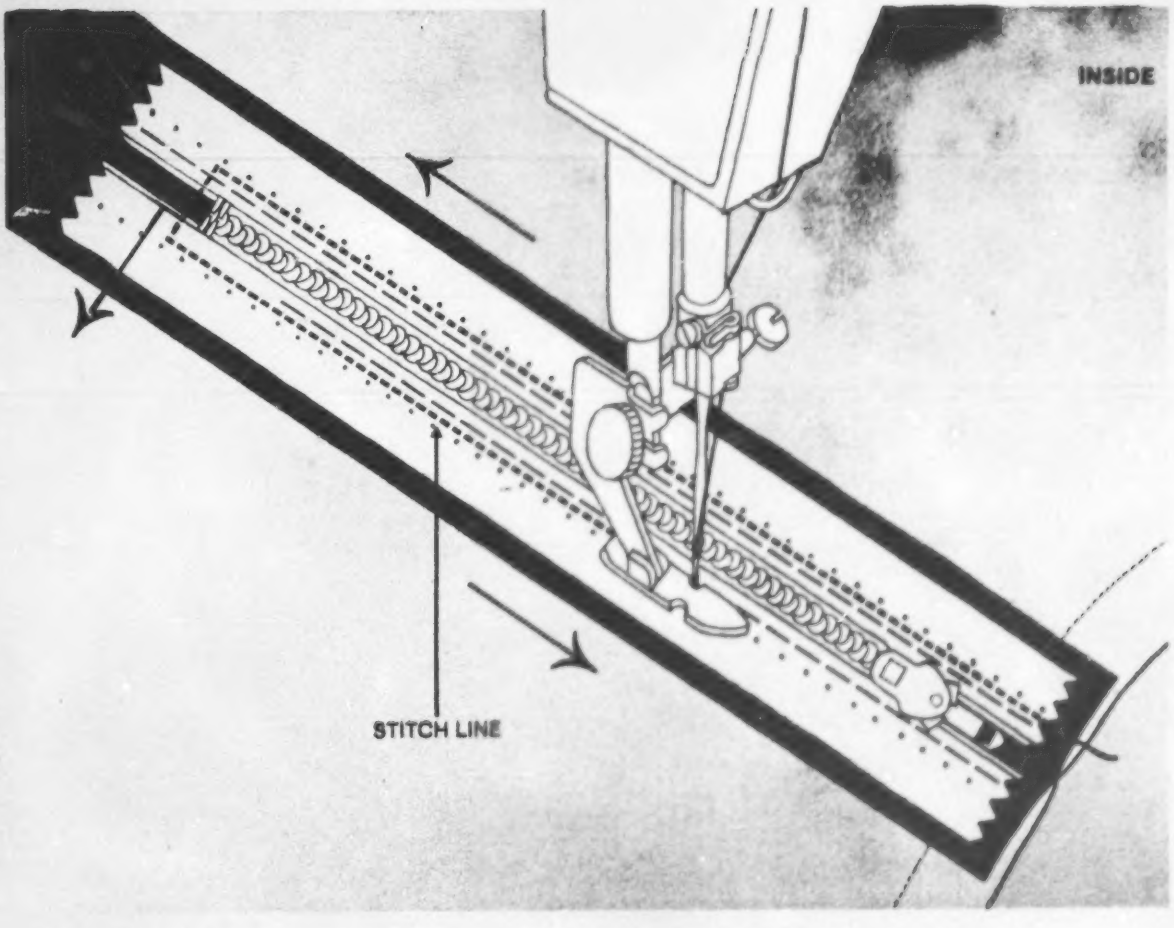


Baste-stitch the other side to seam allowance.

CENTERED ZIPPER (2)

65

AV–27b



Close the zipper.

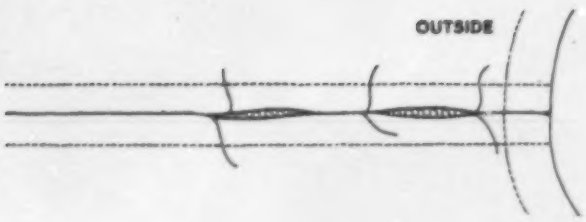
Open garment flat.

Stitch around the zipper.

CENTERED ZIPPER (3)

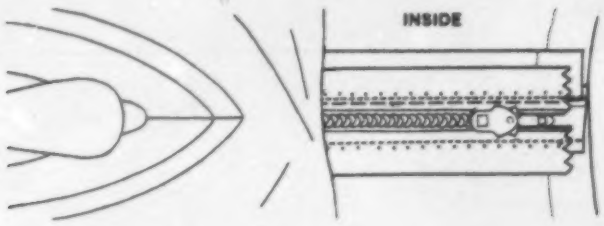
AV–27c

Finished zipper

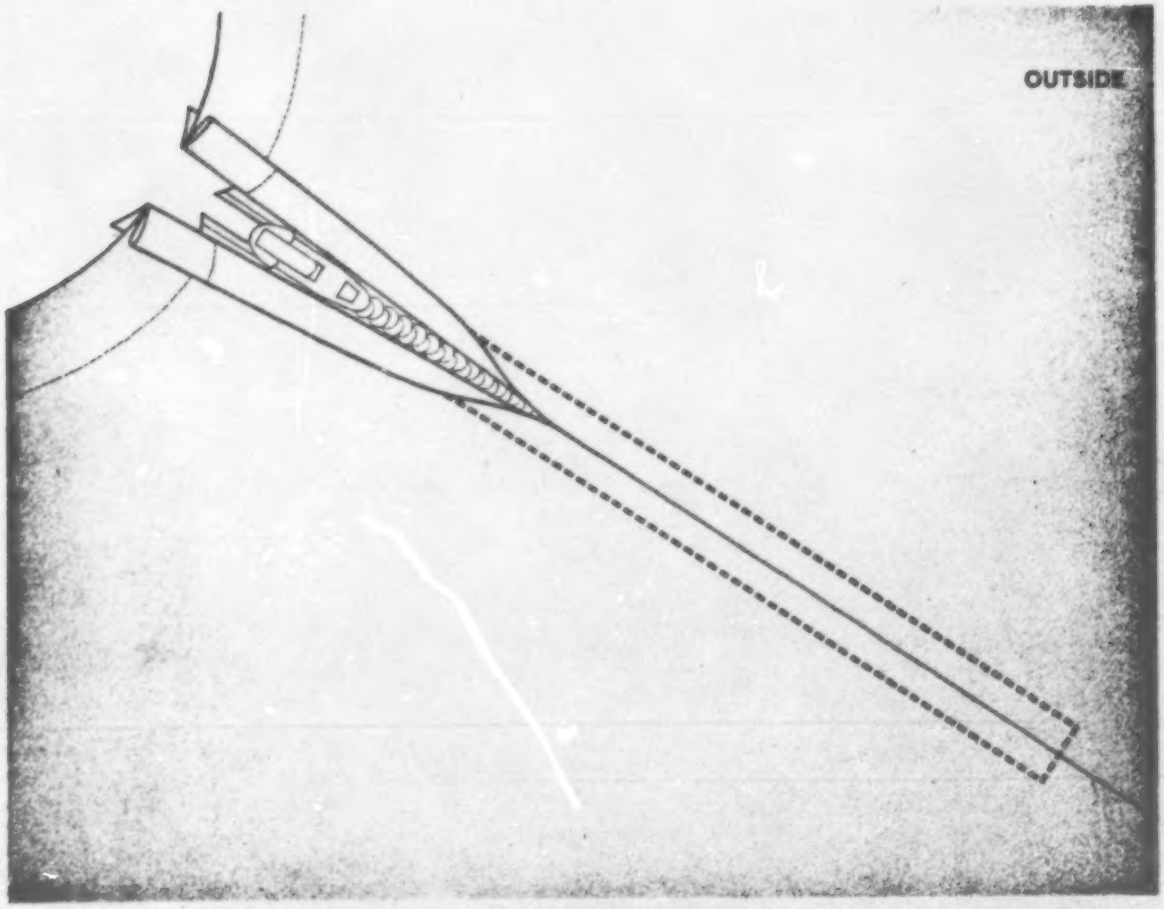


Press over zipper on inside.

Clip machine basting and remove threads.

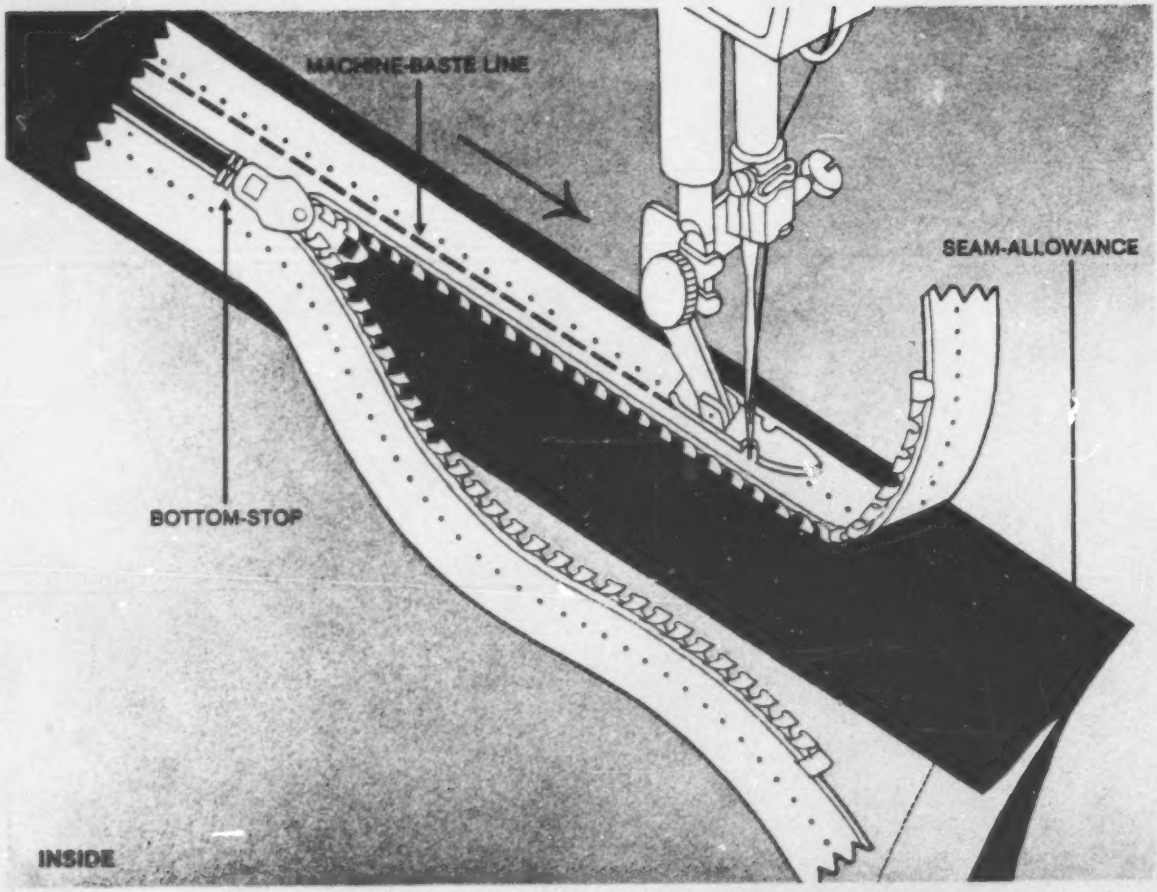


Press again, using press cloth.



CENTERED ZIPPER (4)

AV–27d

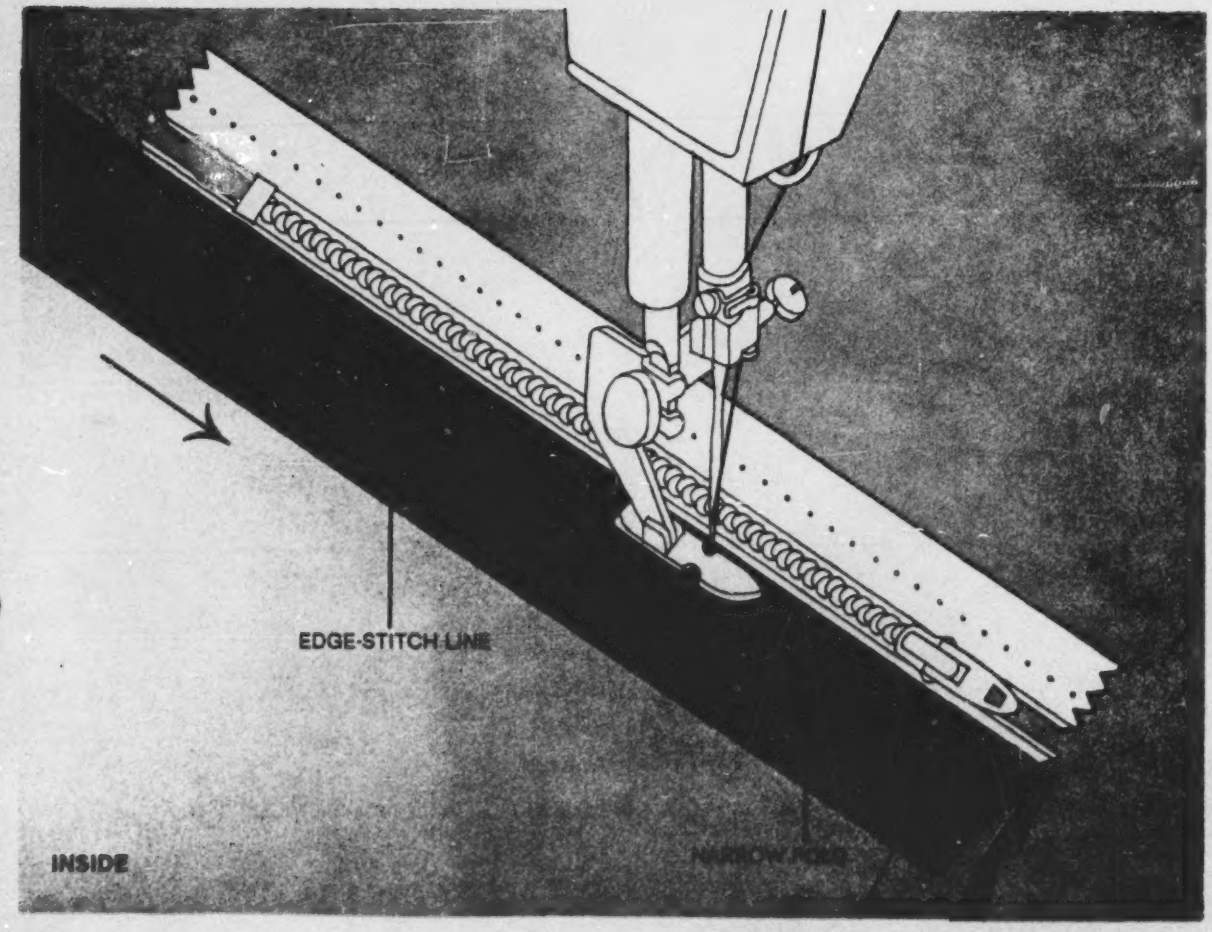


Open the zipper.

Baste-stitch one side to seam allowance.

Be sure teeth come to the seam.

LAPPED ZIPPER (1)



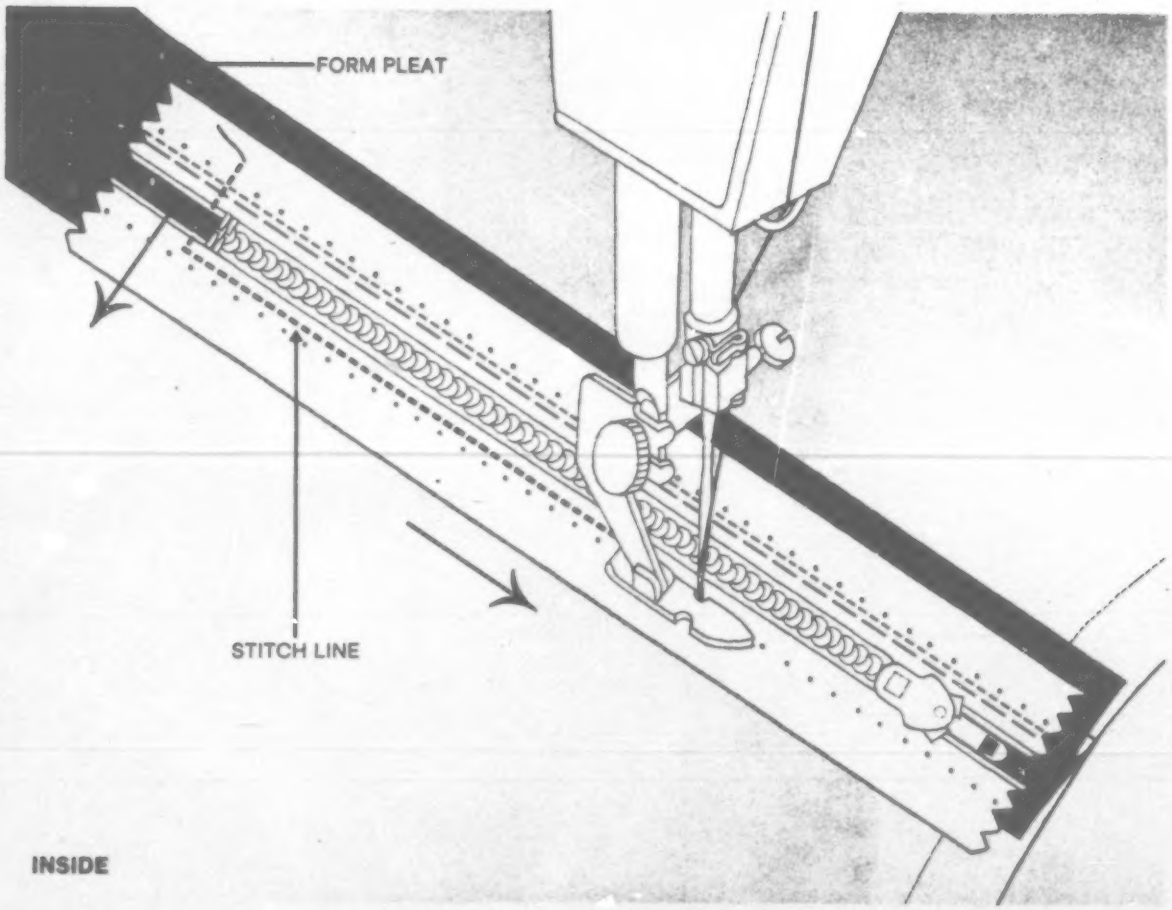
Close the zipper.

Turn the zipper face up.

Topstitch on the fold.

LAPPED ZIPPER (2)

69



INSIDE

Turn zipper face down.

Stitch across the bottom and along the side of zipper.

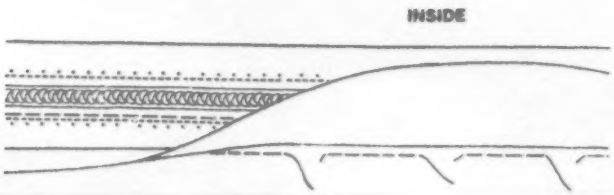
(For a dress, also stitch across top.)

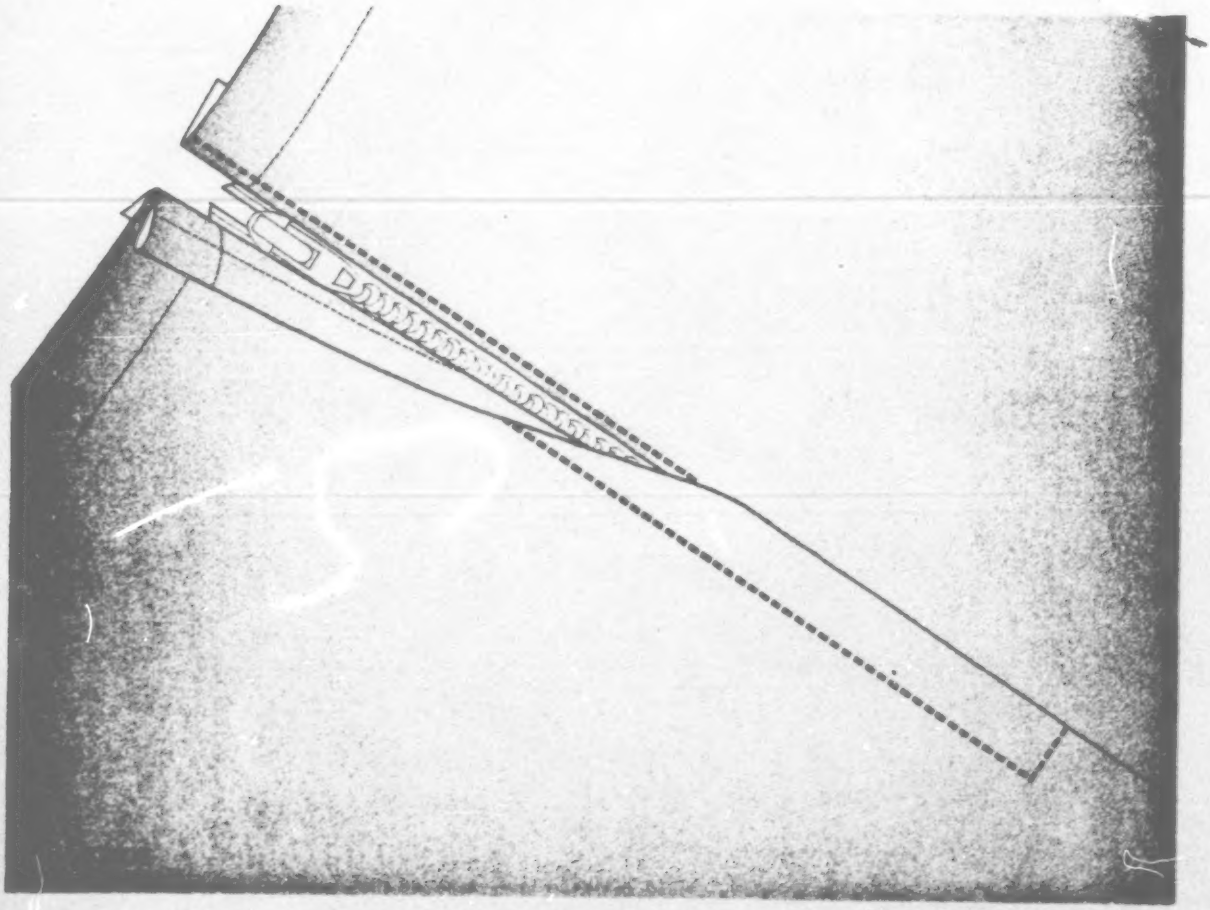
Press on the inside.

Tie ends of thread.

Remove machine basting.

Press again, using pressing cloth.





Finished zipper

LAPPED ZIPPER (4)

BUTTONHOLES

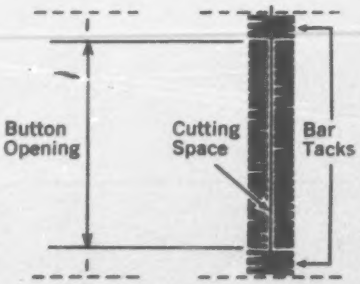
- Pattern: Plain Zig-Zag
- Stitch Width: 2½ and 5 or to suit fabrics
- Needle position: L
- Stitch Control: FINE (above 20)
- Zig-Zag Throat Plate
- Zig-Zag Foot or Special Purpose Foot

Buttonhole Length Guide Markings

Always make a test buttonhole on a sample of your fabric. Be sure to duplicate the thickness of the garment and include interfacing if appropriate.

Buttonhole Length

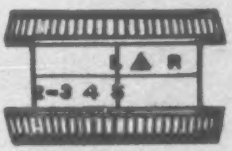
First decide how long the opening needs to be. This will depend on the diameter and thickness of the button. To find the right length, cut a small slit in a scrap of your fabric and gradually enlarge it until the button slips through easily. Then add at least 1/8 inch (1/16 inch for each bar tack), and mark the fabric as illustrated. This bar-tack measurement is approximate; on some buttonholes, you may need to increase it to arrive at pleasing proportions.



Length of Button Opening — Buttonhole Stitching

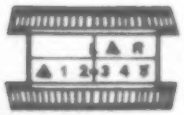
Stitch Width Settings

Next determine the two stitch width settings that you will need; one for side stitching and one for bar tacks (closings at ends of buttonhole). Settings 2½ and 5 are illustrated below, although other combinations may be used, as long as the combined width of side stitching does not exceed the width of the bar tacks.

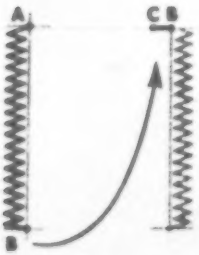


Procedure for Making Bar-Tack Buttonholes

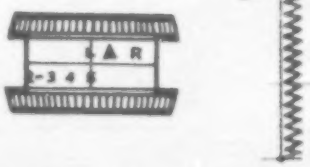
With needle position dial at L, set stitch-width dial on 2½ for side stitching of buttonhole. Place work under needle, aligning center marking of buttonhole with slot in the presser foot.



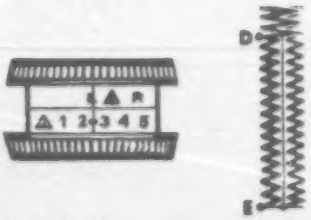
Side Stitching: Position needle in fabric at point A. Lower the foot and stitch to end of marking. Leave needle in fabric at point B. Raise the foot and pivot work on needle. Lower the foot. Take one stitch without changing width setting; bring needle to point C.



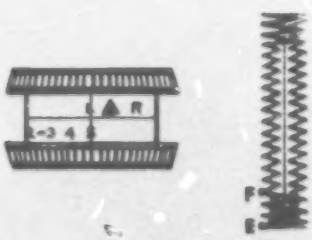
Bar Tack: Adjust stitch width for bar tacks and take at least six stitches. Stop at point D.



Side Stitching: Readjust stitch width for side stitching. Complete work to point E. Leave needle in fabric.



Final Bar Tack: Adjust stitch width for bar tacks, and take at least six stitches in reverse, ending at point F.



Fastening Stitch: To secure stitching move stitch width dial to ▲ and take three stitches. Remove work, draw threads to underside, fasten and trim. Cut opening for button with sharp scissors.

AV–28b

SEWING

REPAIR REQUEST

TRADE AREA:

NO. OF ITEMS: _____

BRIEFLY DESCRIBE REPAIR WORK TO BE DONE:

DATE NEEDED _____

DATE RECEIVED _____

EMPLOYEE _____

COMMENTS:

CE 009 231